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ABSTRACT

This manual is designed to accompany reports prepared by the Pennsylvania Department of Education for the 505 school districts in that state, summarizing results of the Educational Quality Assessment. The normative sample is described as being stratified on two dimensions: district enrollment and wealth. Administrative procedures are summarized. Ten goals of education are listed, including both cognitive and attitudinal goals. A table summarizes the test and questionnaires used to assess accomplishment of these goals. Correlations are presented among these measures for the grade 11 normative sample. Percentile scores for schools are explained and a raw score conversion table is given for each measure; predicted score ranges for schools are based on 35 variables that are used to help interpret score reports. There is a brief discussion of the differences between norm referenced and criterion referenced score interpretation. Item response data are explained and presented for the state norms group. An anonymous but authentic school report is presented as an example. The appendix includes a copy of the teacher questionnaire, tips for working with the news media, and a figure showing the normal curve and percentile equivalents. (CTM)

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Educational Quality Assessment

Manual for Interpreting SECONDARY School Reports

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Educational Quality Assessment

Manual for Interpreting **SECONDARY** School Reports



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1979

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TABLE OF CONTENTS

	Page
PREFACE	iv
BACKGROUND	1
NORMATIVE SAMPLE	2
ADMINISTRATION PROCEDURES	3
NATURE OF THE QUESTIONNAIRES	4
PERCENTILE RANK BY GOAL	11
PREDICTED SCORE RANGE	13
CONDITION VARIABLES	14
CRITERION-REFERENCED SCORING MODEL	29
ITEM RESPONSE DATA	32
STATEWIDE ITEM DATA	35
SAMPLE SCHOOL REPORT	51
APPENDICES	61
A. Teacher Questionnaire	62
B. Tips for Working with the News Media	64
C. Normal Curve with Z-Scores and Percentile Equivalents	66



LIST OF TABLES

1. Summary of Instruments	6
2. Correlation Coefficients Among School Goal Scores	10
3. Pennsylvania School Norms	12
4. Condition Variables	16
5. Percentile Distribution of Variables	21
6. Statewide Item Replies for Selected Condition Variables	25
7. Correlation Coefficients Between School Condition Variable Scores and School Goal Scores	27
8. Correlation Coefficients Among School Condition Variable Scores	28

PREFACE

This manual is designed to accompany school reports for a district. There is an interpretation manual for each of the three levels of schools assessed: elementary, intermediate and secondary. The manuals are not intended to stand alone; they are aids to school administrators and other staff members for understanding the reports of their respective schools.

Another publication complementing the information contained in this manual is *Getting Inside the EQA Inventory* which delves more deeply into the rationale, development and characteristics (reliability, validity, other analyses) of the instruments used to measure the Goals of Quality Education.

With this publication and a school report in hand, the reader should have all the necessary tools to understand and interpret a school report. (A sample, but real, school report with marginal notations is replicated on the color pages of this manual.) Together, they enable one to become thoroughly acquainted with the goals, how they are measured and reported for each school, what the condition variables are, and what scores on these variables mean.

BACKGROUND

Educational Quality Assessment operates under a 1963 legislative mandate (Act 299) that required the State Board of Education to:

...develop or cause to be developed an evaluation procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools of the Commonwealth.... The evaluation procedure shall be so constructed and developed as to provide each school district with relevant comparative data to enable directors and administrators to more readily appraise the educational performance and to effectuate without delay the strengthening of the district's educational program....

EQA was operational in 300 of the Commonwealth's 505 school districts from 1970 to 1973 on a voluntary basis. In November 1973, the State Board of Education established a timetable to assess all schools in the Commonwealth during the school years 1973-74, 1974-75 and 1975-76. With the completion of this mandated cycle, EQA was offered on a voluntary basis in 1976-77 to those districts that were assessed in 1973-74. Since extensive revision of the measurement instruments was accomplished in 1977, the State Board elected to make participation in the 1977-78 school year assessment voluntary which policy is currently in effect.

NORMATIVE SAMPLE

It is generally felt that whenever you have a large sample of schools from across the state, the sample should be representative of the state as a whole. However, since the Educational Quality Assessment program at present uses volunteer districts only, it is important to demonstrate that the sample in a given year is proportionally representative of the state. In order to determine this, each district in the state was classified into one of nine cells. The cell limits were determined by splitting the districts on wealth (personal income/weighted average daily membership, WADM) by thirds and size (district enrollment) by thirds.

Personal Income/WADM

<i>District Enrollment</i>	<i>High</i> $\geq \$19,621$	<i>Medium</i> \$15,431-\$19,620	<i>Low</i> $\leq \$15,430$	
Small $\leq 2,465$	34/10	39/12	95/29	168/51
Medium 2,466-4,243	52/16	65/20	51/15	168/51
Large $\geq 4,244$	82/25	64/19	22/7	168/51
	168/51	168/51	168/51	

Within each cell there are two numbers. The number to the left of the slash represents the total number of districts in the state comprising a cell. The number on the right of the slash represents a 30% sample of the districts in the cell.

The 1978 volunteer districts placed a satisfactory proportion of the total number of districts in each cell. However, the one hundred and twenty-five 1979 volunteer districts do not adequately fill each of the cells. Therefore, it was decided to select districts from the 1978 sample to fill the sample to a 30% level shown above. One hundred and fifty-three districts form a 30% state sample. Districts were selected so that each geographic region [denoted by intermediate units (IUs)] was represented. The 30% state sample contains at least three districts from each IU in the Commonwealth (except IU #2 and IU #26, which are the cities of Pittsburgh and Philadelphia). There were no schools involved in 1978 or 1979 from Pittsburgh or Philadelphia. However, urban districts are included in the 30% sample—Erie, Harrisburg, Lancaster, Reading and Scranton.

ADMINISTRATION PROCEDURES

The superintendent of each participating district, when returning the initial application, appointed a representative to coordinate EQA activities at each of the grade levels. These representatives were scheduled to attend a regional workshop, where their duties and responsibilities were explained. At these meetings the *School Representative's Handbook* and *Monitor's Handbook*, designed to standardize administration procedures, were discussed. In addition, the representatives were briefed on the background of EQA and, by viewing a sample school report, learned what they could expect in return for their efforts.

The district representatives first administered teacher questionnaires (see Appendix A) to gain additional information about the school from the teachers' perspective, as well as information about the teachers. Teachers respond anonymously, placing only the district name and school name on the questionnaire. All classroom teachers (i.e., spending more than 50 percent of their time in classroom instruction) are asked to fill out questionnaires; no sampling procedures are used.

The parents of the students to be tested were informed of the questionnaire administration and the purposes of the assessment program. Parents who did not wish to have their children participate could have them excluded by notifying the school principal in writing. Questionnaires were available at the school for review by interested parties.

For the grade 11 testing, most districts used a large group area such as a cafeteria, auditorium or large group instruction area as the test site even though small group sessions were recommended. The administration of the questionnaires took about two hours of student time with all parts of the inventory given on the same day. Teachers, administrators and guidance personnel combined efforts in administering the instrument.

The monitors were provided with printed directions to standardize its administration. The students completed the parental occupation and education data at this grade level.

The students did not place their names on the machine-scorable answer sheets to assure confidentiality and anonymity of responses, but most students used the same answer sheet throughout the testing. The students were informed that they could skip any item which they felt was too personal.

The sections of the questionnaire have no time limits for completion. The *Monitor's Handbook* lists time ranges that might be expected for each section but with the direction: *Students should be given ample time to finish each section.*

The envelopes containing the completed teacher questionnaires and the completed student answer sheets were mailed for scanning, scoring, compilation and analysis.

NATURE OF THE QUESTIONNAIRES

The Pennsylvania Student Questionnaires measure, by aggregating student scores, a school's status on the Ten Goals of Quality Education.

PENNSYLVANIA'S TEN GOALS OF QUALITY EDUCATION

Quality education should:

- I Help every child acquire the greatest possible understanding of himself or herself and appreciation of his or her worthiness as a member of society.
- II Help every child acquire understanding and appreciation of persons belonging to other social, cultural and ethnic groups.
- III Help every child acquire, to the fullest possible extent, mastery of the basic skills in the use of words and numbers.
- IV Help every child acquire a positive attitude toward the learning process.
- V Help every child acquire the habits and attitudes associated with responsible citizenship.
- VI Help every child acquire good health habits and an understanding of the conditions necessary for maintaining of physical and emotional well-being.
- VII Give every child opportunity and encouragement to be creative in one or more fields of endeavor.
- VIII Help every child understand the opportunities open to him or her to prepare for a productive life and help each child to take full advantage of these opportunities.
- IX Help every child to understand and appreciate as much as possible of human achievement in the natural sciences, the social sciences and the humanities and the arts.
- X Help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.

These comprehensive goals, adopted in 1965, were reaffirmed by the State Board of Education in January 1974.

Table 1 contains a summary of the instruments with names for the areas covered for each goal, a description of the scales, the number of items and sample items.

The EQA process now uses *matrix sampling*—a method whereby each student takes only a portion of the total number of items for every measured area. This sampling process permits broadening the scope of the instruments while simultaneously decreasing the time needed for administration. The 1974-77 mathematics test, for example, contained 30 items. Each student was given all 30 items, and a school mean score was the average of the individual student scores on the 30 items. The present mathematics test contains 60 items which are divided into four test forms—20 mathematics items per form. Although the process for determining a school mean mathematics score is somewhat more complicated, the general idea is to calculate a mean score for each form and then sum the four mean scores. Thus, the maximum possible school mean score would be $15 + 15 + 15 + 15$, or 60. The minimum is 0. Although the possible mean score range is 0 to 60, means range from about 28 to 48.

For additudinal measures, responses are not considered right or wrong, but are viewed as falling along a continuum with a preferred direction given. For Goal I, responding STRONGLY AGREE is considered to be the most favorable response to a positive item and is given a weighted score of 3. Weights of 2, 1 and 0 are assigned to the other three responses. The maximum score per form would be 24 (8 items x the weight of 3 for the most preferred response for each item). The minimum would be 0. The maximum school score for Goal I would be $24 + 24 + 24 + 24$ or 96, i.e., the maximum score per form summed. Therefore, the theoretical score range for Goal I is 0 to 96.

The interdependence among goal areas is illustrated by the correlation matrix in Table 2. For example, the correlation of 0.66 between Goal I and Goal IV indicates that in schools where self-esteem scores are higher, the school interest scores likewise tend to be higher. This is not to say that a higher self-esteem will cause a student to like school more, or vice versa. Cause-effect conclusions from correlational information is untenable. Also apparent are the high correlations among the cognitive measures - Goals III-V, III-M, III-W, V-K, VIII, IX-K and X.

A more detailed discussion of the development and the rationale for each measuring instrument can be found in *Getting Inside the EQA Inventory*. This publication includes reliability and validity information.

The State Board of Education has recently adopted a new set of twelve goals. The Educational Quality Assessment staff, observing the direction being taken in the goal revision process, incorporated many aspects of the new goals into the present package while still covering the Ten Goals. The main objective in the present assessment is to reflect what educators in the Commonwealth feel would be useful in improving their school programs.

TABLE 1
SUMMARY OF INSTRUMENTS

GOAL NUMBER AND NAME	SCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEMS	RESPONSE CHOICES
I SELF-ESTEEM	Students are asked to relate their feelings of success and feelings of acceptance - primarily in the school setting.	32 (8)	I am able to mix well with other people. My teachers listen to what I have to say. I am good at picking out the right things to study. My classmates think I have good ideas.	SA = Strongly Agree MA = Mostly Agree MD = Mostly Disagree SD = Strongly Disagree
II UNDERSTANDING OTHERS	Students are asked to respond to approaches and interactions with persons of differing skin color, religious beliefs, physical characteristics, socio-economic status or cultural tradition.	40 (10)	Would you mind sitting in class beside a student who: Has few friends because of the way he or she looks? Is very much like you, but whose skin color is different from yours? Is much poorer than you? Belongs to a religion which you do not belong to? Is from another country and doesn't speak English very well?	A = Yes B = I think so C = I don't know D = I don't think so E = No
III-R BASIC SKILLS: READING	Literal - comprehension of details, relationships, and major ideas explicitly stated in a passage. Inferential - comprehension of details, relationships and major ideas implied in a passage and use of contextual information as a cue to meaning.	48 (12)	[A wide variety of reading materials was used to cover the many different styles, purposes and types of content in written matter the reader encounters in school and leisure]	[Four, multiple-choice options]
III-W BASIC SKILLS: WRITING SKILLS	Mechanics and usage - the use of rules and conventions necessary for effective written communication, Sentence sense - the use of clear, economical, and effective sentences which avoid the pitfalls of poor writing, Paragraph organization and development - the use of coherence, unity, and transition in the organization and development of paragraphs and larger units, Effectiveness and appropriateness - the use of the most effective or appropriate tone, style, or flavor for a given purpose, audience, or situation.	60 (15)	Choose the sentence which best fits the blank. There is definitely too much violence in sports. In basketball, players are often elbowed or knocked to the floor. In football, the object of the game is to tackle the person carrying the ball. Even in baseball, it is possible to see fights between the teams. Choose the best way of writing the part of the sentence underlined. Not far from shore, the oil tanker was caught on a reef. The stormy <u>weather</u> <u>however kept</u> the Coast Guard cutter from reaching the troubled ship.	A In soccer, someone kicked my ankle one time. B Fans sometimes fight with one another. C In hockey, fighting between players is common. D Football games are exciting and full of action. A weather however kept B weather, however kept C weather however, kept D weather, however, kept

TABLE 1 (Continued)

GOAL NUMBER AND NAME	SCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEMS	RESPONSE CHOICES
III-M BASIC SKILLS: MATHEMATICS	Items measure mathematical concepts, computation and/or problem-solving.	60 (15)	[Items include questions about: number systems, numeration and notation, geometry, measurements, number pattern and relationships, and other topics]	[Four, multiple-choice options]
IV INTEREST IN SCHOOL AND LEARNING	Students are to display their feelings on the climate and learning atmosphere in the school, the educational experiences the school provides, the quality of the personal interactions it fosters between student and educator, and the students' attitudes toward learning.	40 (10)	I like learning social studies in this school. Many of my school assignments are a waste of time. My teachers are interested in how well I do my assignments. There are interesting activities to look forward to in this school.	SA = Strongly Agree MA = Mostly Agree MD = Mostly Disagree SD = Strongly Disagree
V-A SOCIETAL RESPONSIBILITY	Students are asked if they will assume responsibility for their actions and the actions of groups to which they belong, work cooperatively, demonstrate integrity when dealing with others, and take the initiative and assume leadership, as well as support group efforts as followers.	36 (9)	A student gets a dog. A city law requires that a \$10 dog tag be bought by the dog's owner. In this situation, I would BUY THE TAG... if the dog might be more easily lost or stolen without a tag. if the fine for not having a tag was \$25. since owners are responsible for their dogs.	Y = Yes M = Maybe N = No
V-K KNOWLEDGE OF LAW/GOVERNMENT	Three major areas of knowledge were identified as essential to good citizenship. They are broadly described as knowledge of government, knowledge of law and knowledge of interdependence of people.	48 (12)	Case law comes from The North Atlantic Treaty Organization (NATO) was formed to improve Which is a right guaranteed to all United States citizens?	A previous court decisions. B constitutional principles. C local customs. D unwritten tradition. A health standards and practices in member nations. B scientific research for economic development in member nations. C military defenses of member nations. D trade among member nations. A to practice the religion of one's choice B to choose who can live in the house next door C to have a job D to try to overthrow the government

TABLE 1 (Continued)

GOAL NUMBER AND NAME	SCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEMS	RESPONSE CHOICES
VI HEALTH AND SAFETY PRACTICES	Students are to demonstrate that they have acquired habits and attitudes which increase the probability of remaining healthy, safe and fit throughout life.	48 (12)	The school permits students to use the gym after school. I want to use the trampoline but nobody wants to stand around to catch me if I fall. I would USE THE TRAMPOLINE ANYWAY... if I had done it before and nothing had gone wrong. if I thought that I was pretty good on the trampoline. if I thought that the others in the gym would not tell on me.	A = Definitely Would B = Probably Would C = Probably Would Not D = Definitely Would Not
VII CREATIVE ACTIVITIES	Activities are included in a wide variety of fields, not only the sciences and the arts, but also the organization of human affairs and the development and exercise of salable skills in the production of any of a host of practical things that enrich our way of living.	40 (10)	During the last three years, how many times have you done the following? Developed a new strategy or play for use in a sport? Created a sculpture? Written fiction such as a story or a scene from a play? Played a musical instrument in front of a class or a larger audience, using your own interpretation of the music?	A = Have not done the activity. B = Have done the activity once. C = Have done the activity 2 or 3 times. D = Have done the activity about 5 times. E = Have done the activity about 8 times (or more).
VIII CAREER AWARENESS	The students are queried on their awareness of duties, training, abilities and educational requirements of various occupations, an understanding of the labor market conditions, and skills in gathering such data, such as knowledge of occupational clusters and publications.	40 (10)	The need to work with others as part of a team would be most important to a The job most likely to require a completed apprenticeship is a Unemployment rate is the highest in which age range? Today there is a great demand for, and a short supply of, women in	A psychiatrist. B movie editor. C writer. D fire fighter. A printer. B keypuncher. C chemical engineer. D landscaper. A 16-19 B 25-30 C 40-45 D 55-60 A law enforcement. B marine sciences. C consumer affairs. D retail sales.

TABLE 1 (Continued)

GOAL NUMBER AND NAME	SCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEMS	RESPONSE CHOICES
IX-A APPRECIATING HUMAN ACCOMPLISHMENTS	Student openness is displayed by a willingness to engage in listening, watching or reading activities relating to significant accomplishments. In addition, the student reaching the higher levels of openness will display willingness to learn about accomplishments and what is entailed in producing them.	64 (16)	WOULD YOU WANT TO: See a world-famous play? Talk to officials to learn about your local government? Read stories written by authors from other parts of the world? Learn more about what makes a movie great?	A = Definitely Would B = Probably Would C = Uncertain D = Probably Would Not E = Definitely Would Not
IX-K KNOWLEDGE OF HUMAN ACCOMPLISHMENTS	Students are asked to demonstrate recognition of persons, theories or ideas, works, inventions or phenomena. Students are expected to be able to recognize the names of prominent persons and concepts to which they should have been exposed within the school setting.	60 (15)	What area is most closely related to the following? N.A.T.O. SWAN LAKE RALPH BUNCHE LOUISA MAY ALCOTT GEORGE GERSHWIN NORMAN ROCKWELL EUCLID HOOKE'S LAW	M = Music or Dance S = Science, Math or Medicine V = Visual Arts L = Literature or Drama G = Government or Politics ? = Don't Know
X INFORMATION USAGE	Students are asked to show that they are able to examine problems in a logical way, to identify them properly, to seek whatever information is needed to establish facts, to be aware of the consequences of decisions, and to have the ability to choose courses of action which are most congruent with their own values and desires.	32 (8)	John will soon graduate from high school. He is thinking about going to college. His parents do not have enough money to pay for this. His uncle has offered him a job which pays well. John knows he would enjoy this job because he would learn a great deal about the kinds of things he would study if he went to college. But, John still wants to go to some kind of school. He reads an advertisement in a magazine about a training program offered by the ABC Training School. This school says that it has trained thousands of people for high-paying careers. The cost of their training program is \$2,000. Which of the following is likely to be the least use to John in finding out how good the ABC training program is?	A Read more magazine advertisements about the school. B Contact the Better Business Bureau office nearest the school. C Talk to students who have graduated from the training program. D Talk to possible employers of the school's graduates.

Note: The number appearing in parenthesis indicates the number of items per form.

TABLE 2
CORRELATION COEFFICIENTS AMONG SCHOOL GOAL SCORES - GRADE 11, N=185
 1979 Normative Group

	I	II	III-R	III-W	III-M	IV	V-A	V-K	VI	VII	VIII	IX-A	IX-K
I Self-Esteem													
II Understanding Others	.36												
III-R Basic Skills: Reading	.34	.62											
III-W Basic Skills: Writing	.32	.63	.86										
III-M Basic Skills: Mathematics	.28	.52	.81	.86									
IV Interest in School and Learning	.66	.34	.28	.24	.17								
V-A Societal Responsibility	.25	.63	.49	.43	.33	.37							
V-K Knowledge of Law/Government	.30	.51	.79	.80	.77	.18	.31						
VI Health and Safety Practices	.27	.32	.19	.09	.01	.43	.68	.02					
VII Creative Activities	.29	-.16	-.09	-.04	.03	.12	-.19	.08	-.04				
VIII Career Awareness	.31	.56	.77	.80	.77	.17	.36	.75	.01	.02			
IX-A Appreciating Human Accomplishments	.50	.35	.14	.16	.05	.53	.37	.12	.46	.27	.14		
IX-K Knowledge of Human Accomplishments	.34	.45	.56	.65	.64	.10	.17	.71	-.10	.13	.70	.14	
X Information Usage	.33	.71	.87	.88	.80	.27	.55	.76	.18	-.11	.81	.19	.64

NOTE: All correlation coefficients have been rounded to two decimal places.

$r \geq 0.14$ is significant at the .05 level.

$r \geq 0.18$ is significant at the .01 level.

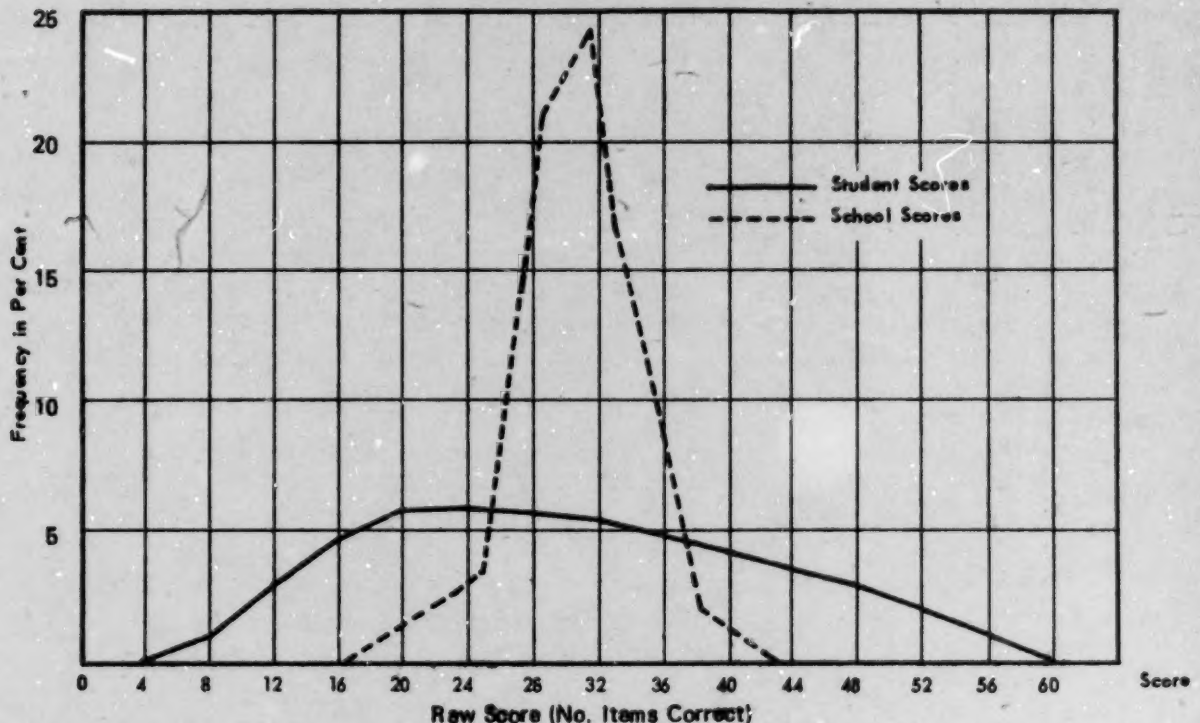
PERCENTILE RANK BY GOAL

The school's percentile rank in the state on each goal is determined by comparing the school score to the scores of a group of *normative* schools. Percentile scores range from 1 to 99. A percentile score of 75, for example, means that 75 per cent of the schools in the state (or, more precisely, the statewide sample) scored lower on the measurement than the school at the 75th percentile. It does not mean that the students of the school answered 75 per cent of the questions correctly or favorably.

Table 3 graphically represents the normative method of scoring by showing, at five-percentile intervals, how the raw score averages for a school translate to percentiles. For example, Upper Penn Secondary School's score of 59.29 on Goal I places the school at the 70th percentile, which means that 70 per cent of the schools statewide had lower school scores on this goal.

The reader may note the small score difference between a 60th percentile score and 65th percentile score. This occurs because of the limited range of school means. In a given school student scores on, say, Goal III-M may range from 8-56, whereas the school mean, or average, score might be 30.31. This is true in each school, as illustrated by the frequency distribution below.

SAMPLE



Comparative Distributions of Student Scores
and School Scores on Goal III-M

TABLE 3

1979 PENNSYLVANIA SCHOOL NORMS - GRADE 11 SCHOOLS 1979																
	GOAL I	GOAL II	GOAL III-R	GOAL III-W	GOAL III-M	GOAL IV	GOAL V-A	GOAL V-K	GOAL VI	GOAL VII	GOAL VIII	GOAL IX-A	GOAL IX-K	GOAL X		
PERCENTILE RANK	SELF-ESTEEM	UNDERSTANDING OTHERS	BASIC SKILLS: READING	BASIC SKILLS: WRITING	BASIC SKILLS: MATHEMATICS	INTEREST IN SCHOOL AND LEARNING	SOCIETAL RESPONSIBILITY	KNOWLEDGE OF LAW/GOVERNMENT	HEALTH AND SAFETY PRACTICES	CREATIVE ACTIVITIES	CAREER AWARENESS	APPRECIATING HUMAN ACCOMPLISHMENTS	KNOWLEDGE OF HUMAN ACCOMPLISHMENTS	INFORMATION USAGE	PERCENTILE RANK	
95	62.71	121.11	29.42	38.31	39.66	70.54	53.80	28.13	87.49	48.36	25.06	141.70	31.37	20.43	95	
90	60.93	119.38	28.83	37.70	38.72	68.99	53.18	27.41	85.96	47.21	24.64	139.24	30.42	20.01	90	
85	60.19	118.68	28.14	36.96	38.10	67.38	52.88	26.32	85.05	45.66	24.29	137.33	29.80	19.58	85	
80	59.67	118.01	27.79	36.54	37.29	66.38	52.42	26.14	83.89	44.99	24.02	136.41	29.44	19.26	80	
75	59.48	117.64	27.41	36.25	36.91	65.74	52.26	25.80	83.18	44.25	23.78	135.33	28.82	19.00	75	
70	59.29	116.82	27.00	35.95	36.57	65.18	51.91	25.45	82.88	43.36	23.42	133.52	28.24	18.73	70	
65	59.01	115.85	26.62	35.44	36.27	64.60	51.54	25.09	82.19	42.89	23.27	132.35	27.85	18.55	65	
60	58.79	115.08	26.35	35.26	35.98	64.00	51.22	24.91	81.66	42.39	23.06	131.50	27.53	18.37	60	
55	58.50	114.71	26.06	35.12	35.55	63.19	51.00	24.55	81.14	41.85	22.88	130.05	27.06	18.05	55	
50	58.24	113.90	25.65	34.71	35.32	62.55	50.82	24.40	80.56	41.45	22.75	129.21	26.70	17.90	50	
45	58.10	113.21	25.40	34.45	34.96	62.21	50.48	24.29	80.07	40.99	22.53	128.05	26.39	17.70	45	
40	57.80	112.48	25.00	34.20	34.78	61.41	50.26	24.12	79.69	40.24	22.44	126.90	26.04	17.48	40	
35	57.47	111.77	24.85	33.89	34.45	60.84	49.89	23.83	78.98	39.77	22.30	125.33	25.70	17.33	35	
30	57.22	110.99	24.45	33.57	33.98	60.16	49.36	23.56	78.80	39.25	22.14	124.71	25.55	17.19	30	
25	56.89	110.51	24.14	33.27	33.66	59.26	48.99	23.30	78.36	38.74	21.75	122.92	24.93	16.95	25	
20	56.38	109.81	23.26	32.92	33.21	58.08	48.68	22.92	78.03	38.27	21.55	121.79	24.40	16.67	20	
15	55.84	109.07	22.55	32.38	32.59	57.51	48.19	22.26	77.06	36.97	21.19	120.66	24.10	16.22	15	
10	55.34	106.53	21.63	31.21	31.98	56.33	47.77	21.51	75.92	35.44	20.69	118.53	23.38	15.72	10	
5	54.63	104.71	20.20	30.41	30.52	54.04	46.56	20.77	75.13	34.42	19.94	117.09	22.00	14.78	5	
STATE MEAN	58.23	113.62	25.44	34.58	35.21	62.50	50.61	24.41	80.84	41.39	22.70	128.98	26.78	17.84		
STANDARD DEVIATION	2.14	5.28	2.84	2.60	2.93	4.98	2.29	2.37	3.78	4.41	1.88	8.08	2.99	1.81		

PREDICTED SCORE RANGE

One objection frequently raised to normative scoring methodology, as illustrated by percentile rank in the state, is that it fails to incorporate the widely divergent operating conditions of various schools. In a state as large and heterogeneous as Pennsylvania, one can easily think of the vastly different resources—physical facilities, financial resources, teachers and, possibly most importantly, the home conditions which influence the students entering a school—under which schools operate. The Commonwealth contains such disparate school communities as rural-farming areas, coal-mining areas, big cities, small towns, affluent suburbs, working-class suburbs, to name a few.

Some of these diversified conditions place limitations upon what a school can expect in the way of student performance. Other conditions give the schools some distinct advantages. Sometimes the home and community conditions take much of the burden off the school; therefore, it is only logical to take the conditions — about the student, teachers, parents and school — into account in some type of comparison. To do this, information is collected from school and department records, from teachers and from students.

Correlation coefficients are then computed between these quantified conditions and the goal scores for the schools (see Table 7). From this set of potential predictors, those conditions which statewide relate most highly to a given goal can be used to calculate (predict) a score range for a school.

The predicted score range does not involve a value judgment about the school. It is based upon the knowledge that other schools in the state, when operating under a similar set of conditions, tend to score in this range.

This methodology allows one to make a second comparison of the school scores: *Are we within our prediction band, above in any goal areas, or below in any areas?* Another way of viewing this question is: *In Goal Y how are we doing compared to schools operating under a similar set of conditions, or schools with resources similar to ours?*

CONDITION VARIABLES

Rationale

The previous section, *Predicted Score Range*, stated that to improve the possibly objectionable or unfair comparisons that percentile ranks alone invite, the Pennsylvania assessment model also includes an input-output component.

Schools around the state have vastly differing resources at their disposal. The differences are not only in the students served but also in teaching staff and financial and parental support.

Measurement

Table 4 describes the 35 variables which were collected to identify the differences in resources among Pennsylvania's schools. The variables came primarily from students (as part of their questionnaires) and teachers (Appendix A-Teacher Questionnaire).

It is extremely important to note how the variable was measured and quantified. High scores for a school on these variables are not necessarily *good*. The numbers attached to these variables are designed to reflect the presence or absence of the characteristic in question (e.g., per cent girls) or to differentiate by quantification one class within the characteristic from another (e.g., *teacher locale* where highest weights are assigned to *outsiders*).

Percentile Rank

For each of the 35 condition variables the school receives its percentile rank compared to the 1979 normative sample. This information is provided so that one can tell not only *what* conditions or resources a school has but also its *relative* conditions. A high percentile likewise does not necessarily imply *good* conditions.

The norm chart (Table 5) gives a more graphic representation of the percentile rank scores in the school report. It illustrates also how much schools differ on a particular variable. Because these distributions use school means, the ranges of values at times can be very narrow, so that a small increase in a school mean value may translate into a large percentile rank change, e.g., *stable* (Stability of student residence).

Item Results

In the school report the condition variables are stated as a school score. In most cases, interpreting a school score is simple and straightforward. For instance, to say that the average class size is 27.9 seems understandable enough. But many variables are scaled in such a way that the mean score, which becomes the school score, disguises much of the information used in its calculation.

As a result, percentage replies by item are included in the school report for some variables obtained from the students and teachers. Although the percentages for a particular school are by themselves meaningful, an additional comparison of these percentages to the statewide figures might amplify the picture for the interpreter. Table 6 includes the statewide percentages of those variables for which item data are included on pages 4-7 of the school report.

Correlation Matrices

Table 7 shows the relationship between a given condition variable and school scores on the 14 areas. Here again the reader is warned against constructing a cause-effect relationship from a correlation.

Table 8, which shows the intercorrelation among the condition variables themselves, although open to the same warning as above, suggests one of the reasons why cause-effect relationships are so dangerous. No variable exists in isolation; many interrelationships exist. The average class size, if changed, would alter the tuition rate and the teacher educational level. It is true, at the same time, that average class size may vary according to the socio-economic level of the community (Parental occupation).

TABLE 4

CONDITION VARIABLES

No.	VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
1	GRENROLL (Grade enrollment)	The school administrator reported enrollment of the grade under consideration.	Actual number of students in the participating grade.	A higher value indicates a larger grade enrollment.
2	PCTTITL1 (Percentage of eligible Title I students)	The per cent of students reported to the Department that are eligible for Title I.	Expressed to nearest tenth of a per cent.	A higher value indicates a higher per cent of students from low income families.
3	TUITION (Tuition rate)	The tuition rate established for the school districts was obtained from Department records.	Expressed to nearest whole dollar for 1977-1978.	A higher value indicates that the district claims to expend relatively more funds per student.
4	TLOCALE (Teacher locale)	The teachers reported where they graduated from high school.	0 = 100 miles or more from boundaries of the school district 1 = More than 30 miles but less than 100 miles 2 = In or within 30 miles	A higher value indicates that the school teaching staff is more often drawn from local areas.
5	TSATPAR (Teacher satisfaction with relationships with parents)	The teachers reported how satisfied they were with their relationships with parents and parent groups.	3 = Very satisfied 2 = Somewhat satisfied 1 = Somewhat dissatisfied 0 = Very dissatisfied	A higher score indicates a greater satisfaction of the teaching staff with the cooperation and contacts they have with parents and parent groups.
6	TEDUC (Teacher education)	The teachers indicated the level of formal education they have attained.	4 = Doctor's degree 3 = Master's degree plus 1 year 2 = Master's degree or equivalency 1 = Bachelor's degree 0 = No degree	A higher value indicates that the school's instructional staff reported a higher level of formal education.
7	TEXPER (Teacher experience)	The teachers reported the total years of service in teaching including the current school year.	Expressed as average years' experience.	A higher value indicates that the teachers of the school have relatively more years of teaching experience.
8	CLSIZE (Class size)	The teachers reported their average class size excluding supervisory duties such as study hall.	Expressed as average class size for all teachers.	A higher value indicates a greater average class size.
9	READTIME (Teacher estimation of reading instruction time) (Grade 5 only)	The teachers reported how many hours the average student spent in direct reading instruction in a typical week.	Expressed as average hours spent.	A higher value indicates a greater amount of time spent in direct reading instruction.
10	MATHTIME (Teacher estimation of mathematics instruction time) (Grade 5 only)	The teacher reported how many hours the average student spent in mathematics instruction in a typical week.	Expressed as average hours spent.	A higher value indicates a greater amount of time spent in mathematics instruction.

TABLE 4 (Continued)

No.	VARIABLE	MEASURE	WEIGHTING	INDEX DESCRIPTION
11	EXTRACT (Activities external to the classroom)	The teachers indicated the degree to which each of five statements about their interactions with students constitute a problem in their school.	3 = Negligible problem 2 = Moderate problem 1 = Serious problem 0 = Critical problem	A higher score indicates that the teaching staff has fewer or less severe problems in their interactions with students.
12	TRELATE (Teacher/Student/Parent relationships)	The teachers indicated the degree to which each of nine statements about the interest of the students and the support and interaction with the parents constitute a problem in their school.	Same as EXTRACT	A higher score indicates that the teaching staff feels that the students and parents support and interact with the school more.
13	DISRUPT (Factors disruptive to classroom management)	The teachers indicated the degree to which each of eight statements about factors that affect classroom management in the school constitute a problem for them.	Same as EXTRACT	A higher value indicates that the teaching staff has fewer or less severe problems in classroom management.
14	INFLUENC (Teacher influence upon instructional decisions)	The teachers indicated the degree to which each of nine statements about their influence on learning conditions constitutes a problem in their school.	Same as EXTRACT	A higher value indicates that the teaching staff has a greater influence on decisions which effect the instructional processes.
15	TSTAFF (Staff interpersonal relationships)	The teachers indicated the degree to which each of three statements about staff interaction and support constitute a problem in their school.	Same as EXTRACT	The higher value indicates that the teaching staff and other school staff interact better.
16	DISCPROB (Discipline problems)	The teachers indicated the degree to which each of five statements about the discipline procedures of the school constitute a problem for them.	Same as EXTRACT	The higher value indicates that the teaching staff has fewer or less severe problems with the way discipline is handled in the school.
17	PAREduc (Parental education)	The higher level of the following two was used: (1) The students reported the highest level of formal education attained by their fathers or male guardians. (2) The students reported the highest level of formal education attained by their mothers or female guardians.	8 = Ph.D. or professional degree 7 = Some work toward Ph.D. or professional degree 6 = Master's degree 5 = Bachelor's degree 4 = Some college, vocational, business school after high school 3 = High school graduate 2 = Some high school, but not a graduate 1 = Completed grade school 0 = None or some grade school	A higher value indicates that the school draws students from homes in which at least one of the parents has a higher average level of formal education.

TABLE 4 (Continued)

No.	VARIABLE	MEASURE	WEIGHTING	INDEX DESCRIPTION
18	PAROCC* (Parental occupation)	The highest level of the following two was used: (1) The students reported the occupation most like their fathers' or male guardians found on a list of 148 possible occupations and 6 special categories. (2) The students reported the occupation most like mothers' or female guardians (if employed) on the list of 148 possible occupations and 6 special categories.	The occupational categories were weighted from 1 to 99 according to a combination of education needed to secure the occupation and income derived from the occupation. The higher level was used to allow for family support by either the male or female parent.	A higher value indicates that the school tends to draw a large proportion of its students from homes where the higher level parent is employed in higher-paying jobs requiring higher educational levels.
19	OCDESIRE* (Occupational desire) (Grade 11 only)	From the list of 148 occupations mentioned above, the students reported the occupations most like those they wish to follow when finished in school.	Same weighting used in PAROCC above.	A higher value indicates that the students desire to attain higher paying jobs requiring a higher educational level.
20	OCEXPECT* (Occupational expectation) (Grade 11 only)	From the list of 148 occupations the students reported the occupations most like those they really expect to follow when finished in school.	Same weighting used in PAROCC above.	A higher value indicates the students expect to attain higher paying jobs requiring a higher educational level.
21	PCTGIRLS (Percent girls)	The students indicated their sex.	Expressed in percentage.	A higher value indicates that the school has a greater proportion of girls in the grade level.
22	RESIDE (Type of community)	The students with the aid of the monitor reported the types of communities in which they were then living.	7 = In Philadelphia or Pittsburgh 6 = Inside a large city (100,000 to 500,000 people.) 5 = Inside a medium size city (10,000 to 100,000) 4 = In a suburb of Philadelphia or Pittsburgh 3 = In a suburb of a large city 2 = In a suburb of a medium size city 1 = In a small town (less than 10,000 people.) 0 = In the open country or in a farming community.	A higher value indicates that the students reside in larger areas of dense population, i.e., more removed from open space.
23	PCTWHITE (Percent white students)	The students reported their race.	Expressed in percentage.	A higher value indicates that the school has a greater proportion of white students in the grade level.
24	LIBRARY (Accessibility of library)	The students reported how often they were able to use the school library.	3 = More than three times a week. 2 = Two or three times a week. 1 = Once a week 0 = Never	A higher score indicates that the students report greater accessibility of the library.

*The occupational weightings were updated and no direct comparisons of raw scores can be made to assessments conducted prior to 1978.

TABLE 4 (Continued)

No.	VARIABLE	MEASURE	WEIGHTING	INDEX DESCRIPTION
25	STABLE (Stability of student residence)	The student reported the number of different school buildings attended within the past 3 years because family changed residence.	4 = My family has not moved within the past 3 years 3 = 2 school buildings 2 = 3 school buildings 1 = 4 school buildings 0 = 5 or more school buildings	A higher value indicates that the students come from families which are less mobile.
26	FAMSIZE (Family size)	The students reported the number of brothers and sisters they have.	Expressed as average number of siblings.	A higher value indicates that the students of the school come from larger families.
27	FAMORDER (Family order)	The students reported the number of <u>older</u> brothers and sisters they have.	0 = 2 1-2 = 1 3-9 = 0	A higher value indicates that the students of the school are more likely to be the eldest in their families.
28	SPARINT (Student perception of parental interest in school)	The students reported their opinions on three items: (1) My parents enjoy hearing about school. (2) My parents feel the school is doing a good job. (3) My parents support what the school does.	3 = Almost always 2 = Usually 1 = Sometimes 0 = Almost never	A higher value indicates that the students felt their parents have a great interest in the school, a higher opinion of the work of the school, and greater support of the school.
29	HOMEWORK (Amount of homework)	The students reported their estimates of time usually spent on homework from the time they get home from school until they go to bed.	4 = About three hours or more 3 = About two hours 2 = About one hour 1 = Less than one hour 0 = None	A higher value indicates that students of the school spent more time on homework on school nights.
30	TVWATCH (Student time spent watching television)	The students reported their estimates of time usually spent watching television from the time they get home from school until they go to bed.	4 = About five hours or more 3 = About four hours 2 = About three hours 1 = About two hours 0 = About one hour or less	A higher value indicates that students of the school watch more television on school nights.
31	PAREXP (Student perception of parental expectations) (Grades 8 and 11 only)	The students reported their perceptions on: (1) What do your parents encourage you to do? (2) How much schooling do your parents <u>expect</u> you to complete?	For item 1: 3 = To be one of the best students in the class 2 = To be above average student in the class 1 = To be at least an average student 0 = To do just well enough to get by. For item 2: 4 = Beyond college graduation 3 = Graduation from college 2 = Some college or other post-high school training 1 = Graduation from high school 0 = Some high school	A higher score indicates that the students feel that their parents expect them to do well in school and expect them to achieve higher educational levels.

TABLE 4 (Continued)

No.	VARIABLE	MEASURE	WEIGHTING	INDEX DESCRIPTION
32	EDEXPECT (Student educational expectations) (Grades 8 and 11 only)	The students reported how far they expect to go in school.	4 = Beyond college graduation 3 = Graduation from college 2 = Some college or other post-high school training 1 = Graduation from high school 0 = Some high school	A higher score indicates that the students of the school have higher educational expectations.
33	STEACHEX (Student perception of teacher expectations) (Grades 8 and 11 only)	The students reported their perception of their teachers' expectations of them.	3 = One of the best students in the class 2 = Above average in the class 1 = At least an average student 0 = A below average student	A higher score indicates that the students of the school feel that teachers expect more effort from them.
34	HOMEREAD (Reading material in the home)	The students reported on five items the amount of reading materials in the home.	Each item was assigned a weight for the amount of that type of reading materials in the home.	The higher value indicates the students report more reading materials in the home.
35	HOMECLIM (Home climate)	The students reported their opinions on 12 items about home conditions. (3 per item)	Very true of me Mostly true of me Mostly untrue of me Very untrue of me	A higher value indicates that the students have more favorable attitudes toward their home conditions.

TABLE 5

1970 PERCENTILE DISTRIBUTION OF VARIABLES - GRADE 11 SCHOOLS 1970										
	PERCENTILE RANK	1 GRENROLL	2 PCTITLI	3 TUITION	4 TLOCAL	5 TSATPAR	6 TEDUC	7 TEXP	8 CLSIZE	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	612	33.2	1608	1.83	2.26	2.18	16.09	27.10	95
	90	470	30.2	1549	1.79	2.18	2.02	15.54	26.91	90
	85	390	26.3	1497	1.72	2.12	1.93	14.88	26.24	85
	80	350	23.8	1436	1.65	2.07	1.86	14.58	26.02	80
	75	316	21.8	1371	1.59	2.02	1.84	14.25	25.65	75
	70	277	19.9	1347	1.52	1.97	1.81	13.80	25.31	70
	65	252	17.8	1323	1.46	1.93	1.77	13.45	25.10	65
	60	234	15.7	1286	1.42	1.91	1.74	13.10	24.91	60
	55	223	14.8	1280	1.38	1.89	1.72	12.95	24.65	55
	50	197	12.7	1267	1.35	1.85	1.70	12.75	24.42	50
	45	188	11.9	1238	1.31	1.83	1.68	12.63	24.22	45
	40	169	11.1	1227	1.26	1.78	1.67	12.36	23.84	40
	35	151	10.0	1208	1.22	1.75	1.63	12.15	23.59	35
	30	142	8.0	1187	1.19	1.72	1.61	11.90	23.48	30
	25	128	6.7	1148	1.16	1.67	1.59	11.73	23.19	25
	20	116	6.0	1127	1.11	1.63	1.57	11.32	22.90	20
	15	106	5.1	1099	1.07	1.58	1.52	11.07	22.28	15
	10	87	3.7	1046	1.00	1.53	1.47	10.55	21.86	10
	5	65	3.3	1012	0.93	1.41	1.37	9.82	21.21	5
STATE MEAN		246	15.3	1283	1.36	1.84	1.72	12.94	24.34	
STANDARD DEVIATION		172	10.1	192	0.29	0.27	0.22	1.99	1.87	

TABLE 5. (Continued)

PERCENTILE DISTRIBUTION OF VARIABLES - GRADE 11 SCHOOLS								
1974								1979
	PERCENTILE RANK	11 EXTRACT	12 TRELATE	13 DISRUPT	14 INFLUENC	15 TSTAFF	16 DISCPROB	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	12.09	17.70	19.98	22.18	7.92	11.48	95
	90	11.91	16.71	19.47	21.66	7.79	11.17	90
	85	11.76	16.12	19.21	21.27	7.70	10.67	85
	80	11.53	15.86	18.83	21.12	7.55	10.44	80
	75	11.42	15.40	18.54	20.76	7.45	10.27	75
	70	11.28	14.82	18.33	20.59	7.36	10.05	70
	65	11.14	14.63	18.18	20.27	7.28	9.85	65
	60	11.03	14.16	17.97	19.83	7.19	9.50	60
	55	10.89	13.87	17.74	19.57	7.06	9.20	55
	50	10.70	13.42	17.59	19.44	7.00	8.84	50
	45	10.48	13.18	17.53	19.20	6.94	8.76	45
	40	10.39	13.00	17.39	19.00	6.87	8.68	40
	35	10.26	12.71	17.09	18.75	6.84	8.49	35
	30	10.15	12.47	17.00	18.48	6.76	8.40	30
	25	9.98	12.25	16.88	18.19	6.63	8.04	25
	20	9.73	11.90	16.75	17.80	6.52	7.72	20
	15	9.60	11.61	16.43	17.56	6.31	7.31	15
	10	9.35	10.90	16.16	16.82	6.17	6.96	10
	5	8.85	10.28	15.71	16.33	5.56	6.44	5
STATE MEAN		10.64	13.72	17.71	19.36	6.96	9.06	
STANDARD DEVIATION		1.02	2.30	1.34	1.99	0.75	1.56	

TABLE 5 (Continued)

PERCENTILE DISTRIBUTION OF VARIABLES - GRADE 11 SCHOOLS											
1979											
PERCENTILE DISTRIBUTION	PERCENTILE RANK	17 PAREduc	18 PAROCC	19 OCDesire	20 OCExpect	21 PCTGIRLS	22 RESIDE	23 PCTWHITE	24 LIBRARY	25 STABLE	PERCENTILE RANK
	95	4.38	73.96	74.13	71.15	58.33	4.97	100.00	2.54	3.92	95
	90	4.17	69.19	71.96	68.84	55.88	3.95	99.25	2.39	3.91	90
	85	3.85	65.75	70.55	67.08	54.89	3.61	98.65	2.31	3.89	85
	80	3.78	64.08	69.73	66.13	54.33	2.92	98.36	2.24	3.87	80
	75	3.73	62.18	69.31	64.94	53.64	2.27	98.13	2.20	3.86	75
	70	3.67	61.35	69.00	64.32	52.94	2.03	97.78	2.14	3.85	70
	65	3.63	60.46	68.09	63.21	52.63	1.51	97.53	2.12	3.84	65
	60	3.54	59.12	67.35	62.40	52.08	1.20	97.22	2.02	3.83	60
	55	3.52	58.48	66.76	61.63	51.39	1.09	96.91	1.97	3.82	55
	50	3.50	57.35	66.34	60.67	50.83	1.02	96.67	1.92	3.81	50
	45	3.45	56.37	65.65	59.63	50.25	0.99	96.27	1.89	3.80	45
	40	3.42	55.59	65.23	59.04	49.85	0.89	95.91	1.85	3.79	40
	35	3.38	54.79	64.37	58.23	49.10	0.79	95.00	1.82	3.78	35
	30	3.33	53.96	63.87	57.51	48.35	0.71	94.44	1.78	3.77	30
	25	3.30	53.39	63.17	56.32	47.96	0.65	93.75	1.74	3.76	25
	20	3.25	52.45	62.40	55.50	47.49	0.57	93.33	1.69	3.73	20
	15	3.21	50.18	61.25	54.59	46.03	0.47	92.67	1.65	3.70	15
	10	3.17	49.01	60.23	53.64	45.15	0.34	90.91	1.52	3.66	10
	5	3.13	46.52	58.66	51.90	42.79	0.30	81.33	1.32	3.63	5
STATE MEAN		3.57	58.22	66.19	60.90	50.75	1.66	94.27	1.95	3.80	
STANDARD DEVIATION		0.40	7.88	4.79	6.06	4.82	1.47	9.86	0.35	0.09	

TABLE 5 (Continued)

PERCENTILE DISTRIBUTION OF VARIABLES - GRADE 11 SCHOOLS												
1979												1979
	PERCENTILE RANK	26 FAMSIZE	27 FAMORDER	28 SPARINT	29 HOMEWORK	30 TVWATCH	31 PAREXP	32 EDEXPECT	33 STEACHEN	34 HOMEREAD	35 HOMECLIM	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	3.71	1.17	5.89	2.06	2.03	5.40	2.57	1.85	12.42	24.90	95
	90	3.51	1.13	5.67	1.93	1.81	5.24	2.46	1.81	12.26	24.65	90
	85	3.44	1.11	5.59	1.87	1.75	5.14	2.38	1.77	12.14	24.32	85
	80	3.31	1.09	5.49	1.81	1.69	5.09	2.30	1.76	12.05	24.12	80
	75	3.22	1.08	5.42	1.79	1.66	5.02	2.26	1.73	11.96	23.95	75
	70	3.13	1.06	5.37	1.75	1.62	4.93	2.22	1.72	11.92	23.90	70
	65	3.08	1.05	5.32	1.72	1.59	4.87	2.19	1.71	11.87	23.80	65
	60	3.03	1.04	5.24	1.68	1.56	4.81	2.13	1.69	11.82	23.70	60
	55	2.98	1.03	5.20	1.63	1.53	4.77	2.11	1.68	11.76	23.61	55
	50	2.94	1.02	5.12	1.61	1.51	4.74	2.06	1.67	11.72	23.51	50
	45	2.91	1.01	5.04	1.58	1.47	4.70	2.03	1.65	11.67	23.42	45
	40	2.88	1.00	4.98	1.57	1.43	4.67	2.02	1.63	11.62	23.30	40
	35	2.81	0.99	4.95	1.55	1.37	4.60	1.98	1.62	11.57	23.15	35
	30	2.78	0.98	4.88	1.53	1.35	4.57	1.96	1.61	11.53	23.07	30
	25	2.74	0.95	4.83	1.49	1.33	4.55	1.91	1.59	11.46	22.97	25
	20	2.71	0.93	4.75	1.43	1.30	4.48	1.88	1.57	11.33	22.83	20
	15	2.68	0.91	4.60	1.38	1.26	4.41	1.85	1.54	11.27	22.64	15
	10	2.63	0.87	4.44	1.30	1.20	4.34	1.81	1.51	11.08	22.30	10
	5	2.52	0.85	4.25	1.23	1.10	4.24	1.74	1.49	10.87	21.96	5
STATE MEAN		3.01	1.01	5.10	1.63	1.51	4.77	2.10	1.66	11.69	23.48	
STANDARD DEVIATION		0.37	0.10	0.49	0.24	0.28	0.36	0.27	0.11	0.47	0.89	

37

6

TABLE 6
STATEWIDE ITEM REPLIES FOR SELECTED CONDITION VARIABLES
 (By Percentages)

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
TSATPAR (Teacher Satisfaction with Relationships with Parents)				
In your teaching situation, how satisfied are you with your relationships with parents and parent groups?	21	50	22	6
	Not a Problem	Moderate Problem	Serious Problem	Critical Problem
EXTRACT (Activities External to the Classroom)				
There are too few activities which recognize the talent of our students.	46	38	13	4
There is little emphasis on vocational development.	53	33	11	3
There is no time or place for students and teachers to interact outside of the classroom.	36	41	17	6
Not enough teachers are involved in helping students overcome problems.	25	49	20	4
Not enough teachers actively participate in extracurricular activities.	31	42	20	7
TRELATE (Teacher/Student/Parent Relationships)				
The students in this school aren't really interested in learning.	8	56	29	7
Too many of my students are indifferent to school.	10	48	34	9
There is not enough parent-teacher interaction.	13	42	32	13
Too many parents take little or no interest in their children's school work.	5	32	43	20
The quality of teacher-parent interaction is not good.	18	46	25	8
When a problem arises involving a community group, the teachers have little input into the solution.	16	39	30	13
The parents do not support what the school does.	16	50	27	7
The parents do not place a high value on education.	14	44	31	11
Students in this school have poor study habits.	2	29	46	23
DISRUPT (Factors Disruptive to Classroom Management)				
The different races or ethnic groups don't get along well together.	78	18	3	1
The achievement levels of my students are too heterogeneous.	21	48	22	7
Health and nutrition problems seem to affect the learning of my students.	58	34	6	1
The emphasis on athletics in this school disrupts classroom learning.	39	36	15	9
The competition for grades at this school puts too much pressure on students.	57	34	7	2
My students are chronically absent from school.	22	43	22	12
There are too many outside interruptions during class periods.	30	41	18	11
I have to spend too much time on non-instructional duties.	34	39	19	8
INFLUENC (Teacher Influence Upon Instructional Decisions)				
Physical facilities of this school limit the kinds of programs provided for students.	36	32	18	13
I work with too many students each day.	42	34	15	8
Lack of freedom to teach the way I want to makes me less effective with my students.	77	17	4	2
Teachers have little control over matters such as textbook selection, curriculum and instructional programs.	64	25	7	4
When new curriculum programs are initiated, I am not consulted or trained.	57	28	9	5
My teaching is limited by the quality of, or lack of, instructional equipment and materials.	48	34	12	5
Having to teach special education students in regular classes is a problem.	54	23	14	8
There is too little teacher input in solving administrative problems.	19	41	24	15
In-service education provided by the district does not meet my needs.	16	27	28	28

TABLE 6 (Continued)

	Not a Problem	Moderate Problem	Serious Problem	Critical Problem
TSTAFF (Staff Interpersonal Relationships)				
The support staff in this school is not cooperative.	60	29	8	3
The teachers don't seem to be able to work well together.	58	31	8	2
There is little interaction among teachers in this school, i.e. everyone is doing his/her own thing.	28	45	19	7
DISCPROB (Discipline Problems)				
Too much time is spent on discipline problems.	36	38	17	9
The values held by the students are in conflict with those of the school.	14	44	30	11
Too little support on discipline is provided by administrators.	33	34	19	14
Too little support on discipline is given by the parents.	8	30	37	24
Disruption of my class(es) by students is a continuing frustration.	42	36	15	8
	Almost Always	Usually	Some- times	Almost Never
SPARINT (Student Perception of Parental Interest in School)				
My parents enjoy hearing about school.	42	29	22	6
My parents feel the school is doing a good job.	15	41	33	10
My parents support what the school does.	13	36	37	14
HOMEWORK (Amount of Homework)				
From the time you get home from school until you go to bed, how much time do you usually spend on home- work?				
About three hours (or more)	6			
About two hours	19			
About one hour	30			
Less than one hour	29			
None	17			
TVWATCH (Student Time Spent Watching Television)				
From the time you get home from school until you go to bed, how much time do you usually spend watching T.V.?				
About five hours (or more)	12			
About four hours	12			
About three hours	21			
About two hours	25			
About one hour (or less)	29			
PAREXP (Student Perception of Parental Expectations)				
What do your parents encourage you to do?				
To be one of the best students in the class	21			
To be an above average student in the class	37			
To be at least an average student	29			
To do just well enough to get by	3			
I can't say	9			
How much schooling do your parents expect you to complete?				
Beyond college graduation	7			
Graduation from college	35			
Some college or other post-high school training	17			
Graduation from high school	40			
Some high school	1			
EDEXPECT (Student Educational Expectations)				
How far do you expect to go in school?				
Beyond college graduation	12			
Graduation from college	32			
Some college or other post-high school training	23			
Graduation from high school	30			
Some high school	2			
STEACHEX (Student Perception of Teacher Expectations)				
What do your teachers expect you to be?				
One of the best students in the class	11			
Above average in the class	31			
At least an average student	32			
A below average student	1			
Don't know	24			

TABLE 7

CORRELATION COEFFICIENTS BETWEEN
SCHOOL CONDITION VARIABLE SCORES AND SCHOOL GOAL SCORES
GRADE 11, 1979 NORMATIVE GROUP, N=185

	I	II	III-R	III-W	III-M	IV	V-A	V-K	VI	VII	VIII	IX-A	IX-K	X*
1. GRENROLL	.17					.15	-.26	.18	-.31	.39			.26	
2. PCTITLI	-.15	-.22	-.26	-.44	-.44			-.46	.30	-.23	-.47		-.53	-.31
3. TUITION	.39					.24	-.19			.37		.29	.22	
4. TLDCALC			-.27	-.27	-.19		-.27	-.17	-.23		-.16			-.26
5. TSATPAR		.24	.37	.38	.38	.17	.18	.41		.14	.37		.41	.40
6. TEDUC	.35	.21	.16	.23	.20	.22		.33	-.20	.33	.27	.25	.39	.21
7. TEXPFR		.18						.14			.18		.20	.14
8. CLSIZE							-.20		-.19					
11. EXTRACT	.17	.17	.16	.21	.23	.39		.26		.19	.26		.22	.19
12. TRELATE	.17	.27	.41	.44	.45	.29	.17	.47		.16	.46		.49	.45
13. DISRUPT	-.14	.14	.24	.27	.30		.16	.19		-.23	.18			.25
14. INFLUENC		.16	.29	.30	.31	.28	.14	.33			.32		.31	.32
15. TSTAFF	.16	.18	.16	.19	.19	.39	.27	.15	.21		.18			.22
16. DISCPROB		.24	.31	.31	.34	.25	.23	.27			.31		.31	.36
17. PAREduc	.33	.27	.34	.48	.48			.51	-.24	.46	.51	.22	.60	.40
18. PAROCC	.34	.26	.35	.50	.48	.17		.54	-.23	.49	.52	.16	.61	.41
19. OCDESIRE	.43	.24	.20	.35	.32	.16	-.16	.41	-.21	.39	.33	.27	.57	.24
20. OCEXPECT	.44	.19	.17	.31	.29	.17	-.21	.39	-.23	.41	.33	.26	.55	.21
21. PCTGIRLS			-.16									.14		
22. RESIDE	.34					.26	-.24			.32		.25	.15	
23. PCTWHITE	-.23	.28	.37	.47	.47	-.16	.22	.35	-.15	-.32	.40	-.28	.22	.42
24. LIBRARY	.21	.27	.36	.29	.30	.35	.40	.18	.19	-.17	.27	.18		.38
25. STABLE		.28	.29	.27	.29		.22	.17		-.45	.16	-.16		.27
26. FAMSIZE	-.16	-.18	-.28	-.37	-.49			-.39		-.20	-.39	.19	-.43	-.29
27. FAMORDER		.19	.23	.31	.35		.18	.29			.31		.35	.25
28. SPARINT	.59	.48	.50	.49	.47	.75	.37	.43	.20		.43	.39	.38	.48
29. HOMEWORK	.41	.24	.15	.21		.32	.21	.20	.23	.23		.39	.22	.15
30. TVWATCH	-.25	-.44	-.46	-.54	-.55	-.19	-.19	-.50		-.18	-.52		-.50	-.51
31. PAREXP	.53	.26	.21	.32	.32	.20		.38		.42	.36	.33	.56	.27
32. EDEXPECT	.55	.27	.25	.37	.35	.23		.44		.42	.36	.34	.58	.29
33. STEACHEX	.42	.23			.14	.24				.25		.27	.22	
34. HOMEREAD	.28	.43	.44	.60	.54	.19	.19			.22	.53	.20	.61	.48
35. HOMECLIM	.41	.32	.32	.21	.18	.48	.38	.18	.33		.24	.29		.29

NOTE: All correlation coefficients have been rounded to two decimal places. Only $r \geq 0.14$ are printed because:

$r \geq 0.14$ is significant at the .05 level.
 $r \geq 0.18$ is significant at the .01 level.

*See Table 2 on page 10 for goal descriptors.

TABLE 8
CORRELATION COEFFICIENTS AMONG
SCHOOL CONDITION VARIABLE SCORES
GRADE 11, 1979 NORMATIVE GROUP, N=185

	1	2	3	4	5	6	7	8	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1. GRENROLL																																
2. PCTTITL1	-.40																															
3. TUITION	.36	-.23																														
4. TLOCALE																																
5. TSATPAR		-.33																														
6. TEDUC	.54	-.36	.51		.15																											
7. TEXPER			.21		.18	.28																										
8. CLSIZE	.35	-.21	-.22																													
11. EXTRACT	.21	-.35	.21		.49	.14																										
12. TRELATE		-.39	.14		.83	.25																										
13. DISRUPT	-.30		-.19		.38			-.16	.32	.52																						
14. INFLUENC		-.21			.52	.14			.57	.64	.47																					
15. TSTAFF		-.15			.42				.54	.51	.54	.52																				
16. DISCPROB		-.16			.56				.41	.72	.65	.60	.56																			
17. PAREDUC	.45	-.46	.47	-.27	.34	.54	.17		.21	.41	.17		.14																			
18. PAROCC	.56	-.61	.43	-.33	.36	.55		.15	.29	.43	.24		.14	.87																		
19. OCDESIRE	.48	-.45	.50		.16	.54	.19	.14		.26	-.25			.71	.70																	
20. OCEXPECT	.54	-.43	.53		.18	.57	.18	.18		.30	-.25			.72	.71	.90																
21. PCTGIRLS																																
22. RESIDE	.55	-.18	.64	.15		.53	.20		-.36				-.18	.30	.34	.53	.55															
23. PCTWHITE	-.20	-.27	-.34		.24	-.15			.24	.48	.24	.26	.32			-.22	-.27															
24. LIBRARY	-.19				.19			-.14	.15	.24	.32	.21	.29	.28		-.14	-.14															
25. STABLE	-.40		-.28	.32		-.24			.37					-.36	-.36	-.30	-.34	-.19	-.27	.52	.15											
26. FAMSIZE	-.28	.52			-.37	-.15		-.16	-.28	-.37	-.15	-.20		-.19	-.32	-.44	-.30	-.32														
27. FAMORDER	.20	-.41			.30			.24	.29	.15	.18	.16	.20	.25	.35	.19	.21		-.14	.25												
28. SPARINT		-.28	.25		.32	.26		.33	.46	.19	.32	.36	.33	.32	.36	.37	.36	-.16	.15													
29. HOMEWORK			.28	-.16	.15									.36	.30	.35	.40	.25	.19	-.24												
30. TVWATCH	-.32	.48		.23	-.34	-.34		-.14	-.36	-.42		-.33	-.19	-.26	-.51	-.57	-.37	-.35		-.34												
31. PAREXP	.39	-.30	.51		.14	.47			.25	-.26				.75	.62	.80	.81		.48	-.20												
32. EDEXPECT	.44	-.34	.53		.20	.54		.15	.32	-.21				.78	.67	.85	.87		.51	-.22												
33. STEACHEX			.27		.17			-.15		-.17				.22	.17	.35	.32		.18	-.22												
34. HOMEREAD	.27	-.54	.21	-.22	.37	.34	.17		.30	.41		.24	.17	.18	.60	.63	.47	.40		.24												
35. HOMECLIM												.14	.23																			

NOTE: All correlation coefficients have been rounded to two decimal places.
Only $r \geq .14$ are printed because:

$r \geq .14$ is significant at the .05 level.

$r \geq .18$ is significant at the .01 level.

CRITERION-REFERENCED SCORING MODEL

Included in each school report is normative information which indicates how a school scored in a given goal area relative to other schools in the state. This scoring method is common in testing where people, for instance, are compared to the *average* person—or the norm. IQ scores are an example of such a scoring procedure by which the *average* person is assigned a score of 100 and others receive scores then relative to the average.

Difficulties in Normative Scoring Procedures

Most people know about *grading on the curve*—another example of normative scoring. Perhaps two somewhat extreme examples will serve to show some real or hypothetical weaknesses in normative scoring.

History test		Math test
70%	A	100%
60		90
60	B	90
50		80
50		80
50		80
50	C	80
40		70
40	D	70
30	F	60

Consider the above two sets of numbers as the scores of a class of 10 students on two tests—a history test and a math test. Assume further that the same girl received an A on each test. She earned her A in history by answering only 70 per cent of the questions correctly, while her A in mathematics required her to answer all the questions correctly. Are these A's equal? Normatively, yes. But the normative scores (A in this case) say nothing of her *mastery* of history versus that of mathematics.

A similar situation exists with the various EQA goal instruments. Should one be content with, say, a 90th percentile score? How far from *perfect* is such a score? The following table of statewide scores illustrates how percentile scores, as normative information, cloud some information:

Goal Y	Goal Z	perfect score
99%ile		
50%ile	99%ile	
1 %ile	50%ile	
	1%ile	
		zero score

In Goal Y the range of school scores is not very great, so small changes in a school's raw score would dramatically change its percentile rank.

Secondly, a school at the 1st percentile on Goal Y is not all that far from perfection. On a relative scale, yes, Goal Y is a problem for the 1st percentile school. But, on an absolute basis, one could consider a 1st percentile score on Goal Y less of a problem than a 50th percentile score on Goal Z. In fact, Goal Z's being at the 99th percentile is not all that much to rave about on an absolute basis.

Educators--by their training, constant reinforcement, and possibly the demands or expectations of the public--tend to think normatively. There is nothing wrong with that. But many argue that true improvement in student performance would be enhanced if one were to use some criterion, or better still, some absolute, as one's goal rather than some average score.

The Pennsylvania Model of Criterion-Referenced Scoring for Attitudinal Measures

Consider an item from the Goal I, Self-Esteem instrument:

I am able to mix well with other people.

3	A	Strongly Agree	+
2	B	Mostly Agree	+
1	C	Mostly Disagree	-
0	D	Strongly Disagree	-

Normative
scoring

Criterion
scoring

In the normative scoring method the degree of favorableness of a student's reply results in a score of 3, 2, 1 or 0. For the same item in the criterion-referenced scoring procedure, a dichotomized approach is used; the student's response is considered either favorable or unfavorable. A criterion of 51 per cent was established for the self-esteem instrument. If a student answers a majority of the items of the eight items of his/her form (five or more) favorably, that student is said to have a *minimum positive attitude* for Goal I. The number of such students is then tallied for the school and expressed as a per cent of all the students completing the inventory. So, one might discover that 65 per cent of the school's Grade 11 students have a minimum positive attitude. The other side of that coin, the negative side, is: 35 per cent of the students don't answer even a majority of the items favorably. One might, accepting the 51 per cent criterion, conclude for this school that 35 per cent of the students could use some help, that their self-esteem is lagging.

The criterion-referenced information is given not only for each attitudinal goal but also for the cognitive areas. In those cases, "favorable" is simply equal to "correct." This is a modified criterion-referenced approach in that a school is given not only the per cent of its students satisfying the criterion, but also the per cent of students statewide answering a majority of the items favorably. This forces one back to a normative type of reference. But it appears necessary, as many recipients of assessment, when told that 65 per cent of their students have a minimum positive attitude in self-esteem, ask: *So what? What does that mean? How does that compare with...?* Thus a comparison to the state is included.

How Criterion-Referenced Information is Reported

On page 8 of the school report, the per cent of students in the school with this minimum positive score (one more than half of the items favorable or correct) is given for each measured area and the per cent of students statewide with the corresponding minimum positive score is presented for comparison. Also, similar information is presented for two other criterion levels - a more stringent (two thirds) or less rigorous (one-third) criterion.

ITEM RESPONSE DATA

Item response data is information on the per cent of students (in a school or statewide) that gave each of the possible answers for each of the items on the battery. It is very useful for diagnostic purposes.

In past assessments, item response data were only available for each school on request since it was felt that inclusion of this data in the school report might be overpowering. However, less use was made of this data than would perhaps be expected, possibly because one needed to take special action to get it. Now, since most districts are familiar with the other data in the report, the item response data have been included in the initial status profile.

Since item response data undergo the least manipulation, it is the least subject to question. It can be used as an absolute scale, i.e., the per cent (or number) of students that responded to each of the options presented can be viewed for the facts it presents, regardless of comparative data. For example, if 50 per cent of the students of a school respond *strongly disagree* and another 25 per cent respond *mostly disagree* to the item "I like school," the school administrator knows that many of his/her students are unhappy about their school experiences.

Item response data can also be used with comparative data. For this purpose, the statewide item data are presented on the following pages.

School Item Response Data

In the school report, the item response data are presented by goal by form. For noncognitive scales as in Figure 1 below, the percentages are given for each response with an asterisk (*) signifying the end of the continuum representing a positive approach to the item. For the Figure 1 example, the response options for Goal IV - Interest in School and Learning (found with the statewide item data) are: (1) strongly agree, (2) mostly agree, (3) mostly disagree, and (4) strongly disagree. Therefore, 30 per cent of the students gave the *strongly agree* response to question 1 on Form A (Grade 11), 54 per cent gave a *mostly agree* response and so on. The asterisk indicates that *strongly agree* is the most positive response. The item (found with the statewide item data) is, "When I make a mistake, my teachers correct me without hurting my feelings."

FIGURE 1

ITEM FREQUENCY ANALYSIS GOAL IV - INTEREST IN SCHOOL AND LEARNING

PER CENT RESPONSE BY OPTION

FORM	ITEM	OMIT	1	2	3	4
A	1	0	30*	54	10	6
	2	1	23*	51	18	8
	3	0	37*	43	18	2
	4	1	20*	25	25	29
	5	2	80	14	3	1*
	.					
	.					
	.					
	10					

NUMBER OF STUDENTS REPLYING: FORM A (N=29)

For cognitive scales in the school report, the correct answer is marked with an asterisk (*). The per cent of response for each of the distractors (wrong answers) is given for those who wish to delve into the test properties further with a copy of the actual items given. (Test copies will be available for this purpose upon request and justification.)

Statewide Item Data

The statewide item data are organized according to goal by form.

For the noncognitive goals (Goals I, II, IV, V-A, VI (Grades 8 and 11), VII and IX-A), items are given with the per cent of response for each option. The asterisk (*) signifies the most positive response.

For the cognitive areas (Goals III-R, III-W, III-M, V-K, VI (Grade 5), VIII, IX-K, and X), the concept and the classification of each item is given with the per cent correct.

Identification of Items Contributing to Low Goal Scores

For noncognitive scales, one way to identify items which contribute most heavily to a low goal score is to compute the percentage of favorable item responses in a building report. Add the percentages for those options which represent a favorable response to the question; that is, answers which are consistent with a positive attitude. From this school figure, subtract the percentage of favorable responses determined from the statewide item data. A positive value shows that the percentage of students in the building answering in a positive direction exceeded the state figure. Conversely, a negative value indicates that the percentage of students in the building answering in a positive direction is *lower* than the state figure. Those items with the larger negative values are the best candidates for close examination since they probably represent the areas of need. On the other side of the ledger, strong points are suggested by the items having the larger positive values. Figure 2 is an illustration of this procedure.

FIGURE 2

Item	School X	Statewide	Difference
1	84	77	7
2	74	75	-1
3	80	74	6
4	45	43	-2
5	4	17	-13
.	.	.	.
.	.	.	.
.	.	.	.

Using the data from Figure 1, the percentage of favorable responses have been computed and are displayed under the column labeled "School X." The adjacent statewide figures came from the state item data. The illustration shows that either positive values or only minor negative values exist for items 1 to 4. Item 5, showing a negative value of 13 percentage points, suggests an area of probable weakness that should be considered.

The same process can be used for cognitive scales. Per cent favorable in these cases would simply be per cent correct.

Identification of Locally Appropriate Items

Since the items employed in the Educational Quality Assessment battery are developed for statewide use, another activity is suggested to provide information on the extent to which the items are appropriate locally. School officials or committees of teachers would classify each item into four categories for each level: (1) taught in earlier grades, (2) taught in target grade, (3) taught in later grades, and (4) not taught in any grade. Comparisons of how students did on each of these classifications could then be made.

In addition, the committee could consider the importance of items, especially those not presently taught at a local level, and local objectives that are not covered by the instruments.

In this way, the school district will be able to compare both the performance of their students and the extent to which the content of the tests coincide with local objectives and instructional programs.

STATEWIDE ITEM DATA

Goal I—SELF-ESTEEM

Form A	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree	Form C	Strongly Agree	Mostly Agree	Mostly Disagree	Strongly Disagree
1. I feel accepted by my classmates.	33*	59	6	2	1. I feel that my classmates have confidence in me.	19*	67	11	3
2. Often in my classes I don't understand what point the teacher is trying to make.	9	26	53	12*	2. My teachers expect better work from me than I am able to do.	11	28	51	10*
3. I am usually one of the last to be chosen for a group activity.	8	17	50	24*	3. I do not make friends as easily as most other people.	7	19	43	32*
4. My teachers listen to what I have to say.	17*	61	15	7	4. I am good at picking out the right things to study.	10*	58	24	7
5. I feel unhappy about my schoolwork.	11	26	48	14*	5. Getting good grades depends more on how the teacher feels about me than on how well I do my work.	9	17	47	27*
6. I feel that my classmates do not consider me to be important.	7	20	50	23*	6. If I win a game, it's usually because I got lucky.	6	17	50	27*
7. I am able to do many things well in school.	20*	62	14	4	7. I feel that my ideas are considered worthwhile by my teachers.	8*	54	28	9
8. I have a low opinion of my learning ability.	6	18	44	32*	8. I don't like to tell my ideas in class if I think others will disagree with me.	14	34	35	16*
Form B					Form D				
1. I'm proud of my schoolwork.	18*	59	17	5	1. If I work at something long enough in school, I will do it well.	46*	47	5	2
2. I often feel that others are better liked than I am.	18	36	37	8*	2. I often need someone to help me do my schoolwork.	4	16	52	27*
3. When I do well in school, it is more often a matter of luck than effort.	6	15	48	31*	3. I feel accepted by most of my teachers.	20*	63	12	5
4. My classmates think I have good ideas.	7*	63	24	5	4. I keep my ideas to myself in class unless I am sure I'm right.	23	43	26	8*
5. In class I often feel "put down" by my teachers.	6	15	53	26*	5. If I don't do well at something in class, it's usually because I didn't try hard enough.	25*	47	21	7
6. I can give a good report in front of the class.	13*	38	26	23	6. I am able to mix well with other people.	29*	57	10	4
7. My teachers usually ignore me.	5	13	55	27*	7. I often become discouraged in school.	18	30	42	10*
8. I'm the sort of person who can't do anything in school really well.	6	13	41	39*	8. My teachers sometimes make me feel that I'm "not good enough."	12	20	46	21*

Goal II—UNDERSTANDING OTHERS

Form A

Suppose there is a skill you really want to learn how to do. A student in your school is very good at doing it and would be willing to teach you.

Would you want to learn the skill from:

	Yes	I think so	I don't know	I don't think so	No
1. A student much poorer than you?	38*	17	16	9	20
2. A student who belongs to a religion which you do not belong to?	52*	21	16	5	6
3. A student from another country whose way of life is very different from ours?	53*	24	14	4	5
4. A student who is made fun of by many people because of the way he or she looks?	28*	25	27	11	9
5. A student whose skin color is different from yours?	54*	24	13	4	6

Would you mind sitting in class beside a student who:

	Yes	I think so	I don't know	I don't think so	No
6. Is made fun of by many people because of the way he or she looks?	11	12	21	19	37*
7. Is very much like you, but whose skin color is different from yours?	16	10	7	10	56*
8. Is much poorer than you?	13	11	10	13	53*
9. Belongs to a religion which you do not belong to?	14	10	9	11	56*
10. Is from another country and doesn't speak English very well?	13	11	11	14	51*

Form B

Your class is going to elect a class president.

Would you be willing to nominate:

	Yes	I think so	I don't know	I don't think so	No
1. A student much richer than you?	40*	19	22	9	10
2. A student who believes things about God and religion which you do not believe?	34*	22	26	9	8
3. A student who is very much like you, but whose skin color is different from yours?	56*	24	12	3	5
4. A student from another country whose way of life is very different from ours?	24*	25	28	13	8
5. A student who has few friends because of the way he or she looks?	27*	24	30	11	9

In one of your classes your teacher has selected a number of your classmates to head committees. Each committee will work on a project for a few weeks.

Would you mind if the person who heads your committee is:

	Yes	I think so	I don't know	I don't think so	No
6. A student much richer than you?	10	9	13	15	53*
7. A student who believes things about God and religion which you do not believe?	9	10	17	19	46*
8. A student from another country whose way of life is very different from ours?	9	12	20	20	40*
9. A student who is made fun of by many people because of the way he or she looks?	10	11	22	20	37*
10. A student whose skin color is different from yours?	10	9	11	13	58*

Form C

Suppose you signed up to play a sport at school.

Would you mind being put on a team whose captain is:

	Yes	I think so	I don't know	I don't think so	No
1. A student who is made fun of by many people because of the way he or she looks?	11	12	19	23	34*
2. A student whose skin color is different from yours?	8	5	6	12	69*
3. A student much poorer than you?	7	6	7	12	68*
4. A student from another country whose way of life is very different from ours?	6	6	10	16	61*
5. A student who belongs to a religion which you do not belong to?	7	5	7	10	70*

You are looking for someone to play your favorite game with you at school.

Would you enjoy playing the game with:

	Yes	I think so	I don't know	I don't think so	No
6. A student much richer than you?	42*	20	17	8	14
7. A student who believes things about God and religion which you do not believe?	42*	21	17	7	13
8. A student who is made fun of by many people because of the way he or she looks?	28*	22	25	12	14
9. A student from another country whose way of life is very different from ours?	47*	20	12	7	13
10. A student who is very much like you, but whose skin color is different from yours?	58*	15	8	4	15

Form D

You and another student must do a project together for one of your classes.

Would you mind if the other student is:

	Yes	I think so	I don't know	I don't think so	No
1. A student who has few friends because of the way he or she looks?	8	12	24	25	31*
2. A student who believes things about God and religion which you do not believe?	5	8	13	21	52*
3. A student whose skin color is different from yours?	7	6	8	14	65*
4. A student from another country who doesn't speak English very well?	6	9	14	23	48*
5. A student much richer than you?	8	8	12	18	54*

You and your friends have started a club at school. The club needs some more members.

Would you want a student to join who:

	Yes	I think so	I don't know	I don't think so	No
6. Is much poorer than you?	46*	24	18	5	7
7. Belongs to a religion which you do not belong to?	51*	24	14	5	7
8. Is from another country and doesn't speak English very well?	46*	25	15	7	7
9. Is made fun of by many people because of the way he or she looks?	28*	23	28	10	10
10. Is very much like you, but whose skin color is different from yours?	63*	16	8	4	8

Goal III-R BASIC SKILLS: READING

Form A	Code	Percent Correct
1. Literal comprehension - supporting details	LD	51
2. Literal comprehension - supporting details	LD	70
3. Inferential comprehension - main idea	IM	62
4. Inferential comprehension - supporting details	ID	50
5. Literal comprehension - main idea	LM	42
6. Literal comprehension - supporting details	LD	35
7. Literal comprehension - supporting details	LD	65
8. Literal comprehension - supporting details	LD	54
9. Inferential comprehension - main idea	IM	46
10. Inferential comprehension - main idea	IM	40
11. Comprehending word meaning in context	W	61
12. Literal comprehension - supporting details	LD	51

Form C	Code	Percent Correct
1. Inferential comprehension - main idea	IM	63
2. Inferential comprehension - main idea	IM	58
3. Literal comprehension - main idea	LM	33
4. Literal comprehension - supporting details	LD	47
5. Inferential comprehension - main idea	IM	52
6. Inferential comprehension - main idea	IM	62
7. Literal comprehension - main idea	LM	49
8. Literal comprehension - supporting details	LD	61
9. Literal comprehension - supporting details	LD	54
10. Inferential comprehension - main idea	IM	64
11. Inferential comprehension - main idea	IM	50
12. Inferential comprehension - supporting details	ID	66

Form B	Code	Percent Correct
1. Comprehending word meaning in context	W	69
2. Literal comprehension - main idea	LM	73
3. Inferential comprehension - main idea	IM	49
4. Inferential comprehension - main idea	IM	58
5. Literal comprehension - supporting details	LD	58
6. Inferential comprehension - supporting details	ID	42
7. Inferential comprehension - main idea	IM	58
8. Literal comprehension - supporting details	LD	43
9. Literal comprehension - supporting details	LD	49
10. Literal comprehension - main idea	LM	58
11. Inferential comprehension - supporting details	ID	55
12. Literal comprehension - main idea	LM	40

Form D	Code	Percent Correct
1. Literal comprehension - main idea	LM	61
2. Literal comprehension - supporting details	LD	42
3. Literal comprehension - supporting details	LD	21 ⁺
4. Literal comprehension - main idea	LM	55
5. Literal comprehension - supporting details	LD	47
6. Inferential comprehension - main idea	IM	47
7. Inferential comprehension - main idea	IM	48
8. Inferential comprehension - supporting details	ID	53
9. Literal comprehension - main idea	LM	45
10. Inferential comprehension - main idea	IM	54
11. Comprehending word meaning in context	W	54
12. Literal comprehension - supporting details	LD	49

⁺Response position changed in 1979.

Goal III-W BASIC SKILLS: WRITING SKILLS

Form A	Code	Percent Correct
1. Use of pronouns	A3	70
2. Punctuation	A2	43
3. Rewriting sentences for clarity	B5	50 ⁺
4. Combining sentences with clarity	B7	41 ⁺
5. Combining sentences with clarity	B7	50
6. Using coordination and subordination; combining sentences with clarity	B4,7	41
7. Ordering sentences	C2	56
8. Ordering sentences	C2	78
9. Ordering sentences	C2	48
10. Choosing appropriate language for a given purpose	D2	58
11. Choosing appropriate language for a given purpose	D2	46
12. Choosing appropriate language for a given audience and purpose	D1,2	62 ⁺
13. Choosing appropriate language for a given audience and purpose	D1,2	49 ⁺
14. Using connective words	C1	56 ⁺
15. Using connective words	C1	65

Form C	Code	Percent Correct
1. Punctuation	A2	48
2. Punctuation	A2	23
3. Rewriting sentences for clarity	B5	70
4. Combining sentences with clarity	B7	73
5. Combining sentences with clarity	B7	44
6. Combining sentences with clarity	B7	73
7. Using connective words	C1	68 ⁺
8. Using connective words	C1	71
9. Using connective words	C1	58 ⁺
10. Ordering sentences; determining relevance of ideas to an essay	C2,4	64
11. Ordering sentences; determining relevance of ideas to an essay	C2,4	47
12. Choosing appropriate language for a given purpose	D2	66
13. Choosing appropriate language for a given purpose	D2	47
14. Choosing appropriate language for a given audience and purpose	D1,2	50
15. Choosing appropriate language for a given audience and purpose	D1,2	58

Form B	Code	Percent Correct
1. Use of regular and irregular verbs; use of negatives	A4,5	83
2. Punctuation	A2	49 ⁺
3. Rewriting sentences for clarity	B5	31
4. Paraphrasing sentences	B9	66
5. Combining sentences with clarity and with economy	B7,8	63
6. Combining sentences with clarity	B7	42 ⁺
7. Making a transition to a new paragraph	C5	78
8. Ordering sentences; determining relevance of sentences to a paragraph	C2,3	64 ⁺
9. Ordering sentences; determining relevance of sentences to a paragraph	C2,3	46
10. Choosing opening or topic sentences	C6	67
11. Choosing a sentence to develop a topic	C7	66
12. Choosing appropriate language for a given purpose	D2	70
13. Choosing appropriate language for a given purpose	D2	66
14. Choosing appropriate language for a given purpose	D2	56 ⁺
15. Choosing appropriate language for a given audience and purpose	D1,2	33 ⁺

Form D	Code	Percent Correct
1. Use of regular and irregular verbs	A4	66
2. Capitalization; punctuation	A1,2	67
3. Rewriting sentences for clarity	B5	75 ⁺
4. Using coordination and subordination; combining sentences with clarity	B4,7	61
5. Combining sentences with clarity	B7	56
6. Combining sentences with clarity	B7	56
7. Using connective words	C1	78
8. Using connective words	C1	65
9. Ordering sentences	C2	64
10. Ordering sentences	C2	49
11. Choosing a sentence to develop a topic	C7	78
12. Choosing appropriate language for a given audience	D1	59
13. Choosing appropriate language for a given purpose	D2	56
14. Choosing appropriate language for a given audience	D1	56
15. Including the critical information for a message	D3	44

*Item revised in 1979.

Goal III-M BASIC SKILLS : MATHEMATICS

Form A	Concept Name	Primes Code	Problem Type	Percent Correct
1.	Multi-digits used in addition with renaming	0229	COMP	78
2.	Multi-digits used in addition with renaming; money	6040, 0229	PS	86
3.	Conversion to other standard units measuring several kinds of non-geometric quantities	6130	PS	59
4.	Two sequential operations with whole numbers	0680	PS	87
5.	Equivalent mixed numeral notation	3025	COMP	76
6.	Decimal fractions	3110	CONC	53
7.	Metric units for meters or less with estimation	6032, 8150	CONC	45
8.	Metric geometry; similarity; scale drawing	5255, 8000	PS	73
9.	Non-negative rational numbers; one, the identity element in multiplication	1400	CONC	34
10.	Division with decimal fraction notation	1550	COMP	44
11.	General number sequences and patterns; arithmetic progressions	7082, 7090	CONC	74
12.	Area of plane figures	5290	PS	23
13.	Computation related to percent	8008	PS	55
14.	Formal concepts - probability	8082	COMP	31
15.	Flow charts - logic	8190	COMP	80

Form B	Concept Name	Primes Code	Problem Type	Percent Correct
1.	Multi-digits used in multiplication with renaming	0480	PS	88
2.	Subtraction with common fraction notation, equal denominators (like fractions)	1290	PS	87
3.	Odd and even numbers	7000	CONC	72
4.	Raising to powers and finding roots; two sequential operations with whole numbers	0700, 0680	COMP	53
5.	Equivalent decimal fraction notation with terminating decimals	3030	CONC	71
6.	Exponential notation	3120	CONC	61
7.	Distance in metric units for lengths longer than a meter	6065	CONC	59
8.	Similarity in metric geometry	5250	CONC	39
9.	Multiplication with common fraction notation	1430	COMP	75
10.	Perimeter or circumference of simple closed curves	5280	PS	40
11.	Proportion	8002	PS	39
12.	Greatest possible error in measurement	6005	CONC	53
13.	Graphs with ordered pairs on a coordinate plane	8030	CONC	49
14.	Reasoning	8190	CONC	70
15.	Equations: linear in one variable	8510	PS	61

Form C	Concept Name	Primes Code	Problem Type	Percent Correct
1.	Division by ten or greater whole numbers	0660	PS	74
2.	Addition computation of integers	2110	COMP	81
3.	Unique factorization (prime factorization)	7070	CONC	64
4.	Ordering non-negative rational numbers: greater than; less than; equal to; not equal to; between	1090	CONC	64
5.	Equivalent percent notation	3035	CONC	53
6.	Geometry-related lines: intersecting, parallel, skew, oblique	5105	CONC	88
7.	Liquid measure in English and non-standard units	6070	CONC	49
8.	Triangles	5150	CONC	32
9.	Multiplication with decimal fraction notation	1440	PS	66
10.	Subtraction with common fraction notation, unequal denominators (unlike fractions)	1300	PS	60
11.	Proportion	8002	COMP	47
12.	Metric geometry: surface area of solids	5310	PS	30
13.	Graphs with ordered pairs on a coordinate plane with estimation	8030, 8180	PS	69
14.	Equations: linear in one variable	8510	PS	52
15.	Logic in depth	8135	CONC	45

Form D	Concept Name	Primes Code	Problem Type	Percent Correct
1.	Two sequential operations with whole numbers	0680	PS	67
2.	Kinds of angles	5125	CONC	70
3.	Multiples	7055	CONC	73
4.	Addition with common fraction notation, unequal denominators (unlike fractions)	1200	COMP	57
5.	Rounding numbers in base ten	3100	PS	73
6.	Real numbers: powers and roots	2870	COMP	47
7.	Measurement operations related to denominate numbers	6120	PS	53
8.	Ordering integers: greater than; less than; equal to	2030	CONC	76
9.	Division with common fraction notation	1540	COMP	58
10.	Volume of solids in metric geometry	5300	CONC	50
11.	Ratio; proportion	8000, 8002	PS	22
12.	Subtraction with decimal fraction notation	1310	PS	75
13.	Measures of central tendency: average, mean, mode, median	8060	CONC	27
14.	Equations: linear in one variable	8510	PS	57
15.	Estimation	8150	CONC	42

Goal IV-INTEREST IN SCHOOL AND LEARNING

Form A

1. When I make a mistake, my teachers correct me without hurting my feelings.
2. I feel I am learning a lot in my courses.
3. Teachers help us when we need them.
4. I like learning social studies in this school.
5. Every day in this school is about the same.
6. Teachers in this school explain exactly what they expect in their courses.
7. Students are under too much pressure in this school.
8. I often study in my courses beyond what is required by my teacher.
9. The courses offered in this school are very useful to me.
10. The rules of this school are unfair to students.

Strongly
Agree Mostly
Agree Mostly
Disagree Strongly
Disagree

18*	59	14	8
16*	59	17	7
16*	59	19	7
19*	38	25	21
43	40	12	5*
17*	54	21	7
18	25	45	12*
5*	24	48	23
15*	51	23	11
19	23	42	16*

Form C

1. Many of my school assignments are a waste of time.
2. It is important to me to learn as much as I can in school each day.
3. The teachers in this school do not give you enough praise when you do something well in their courses.
4. I like learning English in this school.
5. No one listens to student ideas about how to make school better.
6. Most of my teachers really seem to care that I am able to learn what they are teaching.
7. I think this school has prepared me to make better decisions about life's problems.
8. School is usually interesting enough to keep me from getting bored.
9. Most of the teachers in this school are concerned about students.
10. Pupils in this school are given enough freedom in planning their own programs to meet their future needs.

Strongly
Agree Mostly
Agree Mostly
Disagree Strongly
Disagree

18	30	42	9*
26*	55	15	4
22	35	36	6*
14*	34	26	25
29	32	31	8*
14*	51	24	10
11*	45	29	15
6*	39	32	23
9*	50	26	14
21*	42	17	14

Form B

1. The school principal really seems to care about students.
2. I like learning science in this school.
3. Most of my teachers explain to me how they grade my assignments and tests.
4. I usually find it easy to pay attention in my classes in school.
5. There is not enough variety in the way classes are taught.
6. My teachers are interested in how well I do my assignments.
7. There aren't enough different kinds of courses offered by this school.
8. I like to spend free time learning new things.
9. Most of my teachers grade fairly.
10. There isn't much to do in this school except going to classes.

19*	47	20	14
16*	36	25	22
32*	46	13	8
9*	51	26	14
31	37	25	7*
13*	51	26	9
21	23	36	19*
25*	52	17	5
15*	64	13	7
26	24	31	19*

Form D

1. Students in this school are treated like real people.
2. Learning about new ideas interests me very much.
3. Most of my teachers do a good job of teaching.
4. I like learning mathematics in this school.
5. There are interesting activities to look forward to in this school.
6. When I work hard on schoolwork my teachers praise my effort.
7. Students are not allowed enough choice as to what they study in class.
8. I like to talk to people from whom I can learn new things.
9. Most of my teachers won't listen to my opinion if it is different from theirs.
10. When it's important, the school principal involves students in making school decisions.

8*	54	24	14
41*	50	6	2
12*	60	19	9
21*	35	24	20
21*	41	24	14
6*	31	42	22
25	35	29	11*
43*	49	6	2
13	25	46	16*
9*	30	30	31

Goal V-A-SOCIETAL RESPONSIBILITY

Form A

A. While backing out of a parking place, a student accidentally hits a parked car. The student's car is not damaged but the other car is. If I was this student, I would LEAVE MY NAME AND PHONE NUMBER FOR THE OWNER OF THE CAR...

- even if the police might give me a ticket for reckless driving.
- because it is the law to report a car accident.
- even if I didn't have insurance.

Yes Maybe No

58* 27 15
69* 18 13
36* 31 33

B. A student is on a street corner with a group of friends when a fire breaks out across the street. Police officers come and tell the group to move out of the area. In this situation, I would OBEY THE POLICE...

- if the police might get rough if the group stayed.
- if the crowd would be in the way of the fire fighters.
- even if most of my friends were staying in spite of the police officers' order.

66* 20 13
88* 8 4
56* 30 13

C. The principal invites an unpopular speaker to the school. The speaker has ideas that most students strongly disagree with. A group of students decides to shout the speaker down. In this situation, I would HELP SHOUT THE SPEAKER DOWN...

- even if I might be expelled from school.
- because I wanted to be accepted by the others.
- if the speaker said he didn't respect students' ideas.

12 17 71*
6 18 76*
50 31 19*

Form B

A. You are with a group of friends. Several start making fun of another person who is standing there also. In this situation, I would GET THEM TO STOP...

- even if I did not like the person.
- even if I had seen the person making fun of others.
- even if my friends would be angry with me for not going along.

28* 50 22
13* 40 47
37* 42 21

B. There is a secret club at school called the Midnight Artists. They go out late at night and paint funny sayings on buildings. A student is asked to join the club. In this situation, I would JOIN THE CLUB...

- even if we might get caught and be arrested.
- if my best friend asked me to join.
- even though the writing made the neighborhood look bad.

9 15 75*
11 29 59*
6 14 79*

C. A student comes to school early and finds a new notice on the bulletin board telling about a part-time job. If I was this student, I would REMOVE THE POSTER BEFORE ANYONE ELSE COULD SEE IT...

- even if my friends saw me and they would think badly of me.
- if it would increase my chances of getting the job.
- even though other students really needed the job.

12 18 70*
28 28 44*
14 25 60*

Form C

A. One person always does more than is required on school assignments and homework. This makes the other students look bad by comparison. A group of students decides to get everyone to ignore this person. I would GO ALONG WITH THE GROUP AND NOT SPEAK TO THIS PERSON...

- if my friends asked me to go along with the idea.
- even though I knew the student was only trying to learn as much as possible.
- if I didn't like the person.

Yes Maybe No

12 43 44*
11 27 62*
45 35 20*

B. A student accidentally breaks the lens on a school microscope. No one sees it happen. If I was this student, I would TELL THE PRINCIPAL OR THE TEACHER ABOUT THE DAMAGE I CAUSED...

- if my classmates might have to pay for the damage unless I told the teacher that I did it.
- if the teacher would think well of me for having been honest.
- if another student were accused of breaking it.

68* 18 15
61* 23 15
71* 17 12

C. A student gets a dog. A city law requires that a \$10 dog tag be bought by the dog's owner. In this situation, I would BUY THE TAG...

- if the fine for not having a tag was \$25.
- if the dog might be more easily lost or stolen without a tag.
- since owners are responsible for their dogs.

61* 15 17
73* 15 9
73* 17 10

Form D

A. A student has a term paper due in several days. The book the student needs most is not permitted to leave the library. If I was this person, I would SNEAK THE BOOK OUT OF THE LIBRARY...

- even if I might get caught and lose my library privilege.
- even if my friends would think badly of me.
- even if others might be looking for the same book in the library.

26 30 44*
17 25 58*
21 26 53*

B. A student is at a restaurant with some friends. The student sees that the waiter refuses to serve a person because the person is of another race. I would REPORT THE WAITER TO LOCAL OFFICIALS...

- even if the waiter might have me thrown out.
- because the waiter is breaking the law.
- even if my friends would get angry at me for doing it.

64* 22 14
65* 20 15
51* 32 17

C. A student is in a large crowd of people on a street corner. The crowd is protesting about something. People pick up rocks and start throwing them at windows. In this situation, I would ALSO THROW ROCKS...

- if I thought I would not get caught.
- even if I thought someone might get hurt.
- if I agreed with what the crowd was protesting about.

13 16 71*
7 10 83*
21 29 50*

Goal V-K—KNOWLEDGE OF LAW/GOVERNMENT

<u>Form A</u>	<u>Per Cent Correct</u>
1. Purpose of Emancipation Proclamation	50
2. Purpose of U.S. Constitution	70
3. Definition of repeal	60
4. Identification of rights of U.S. citizens	84
5. Definition of compromise	63
6. Definition of interdependence	55
7. Identification of type of economic interdependence	47
8. Distribution of U.S. Senators	40
9. Definition of judicial review	36
10. Definition of Senate	76
11. Process of parliamentary system elections	20
12. Definition of constitutional law	20

<u>Form C</u>	<u>Per Cent Correct</u>
1. Process of changing U.S. Constitution	41
2. Relationship of government leaders to the press	68
3. Definition of case law	50
4. Purpose of civil disobedience	53
5. Membership of U.S. in international organizations	14
6. Purpose of Organization of American States	37
7. Definition of an arbitrator	48
8. Executive branch of government	67
9. Process of orderly succession	51
10. Separation of powers	42
11. Process of court interpreting law	53
12. Example of regulatory law	38

<u>Form B</u>	<u>Per Cent Correct</u>
1. Definition of judicial review	61
2. States' rights clause in Constitution	30
3. Origin of U.S. Legal System	65
4. Application of Supreme Court decisions	56
5. Process of changing a law	64
6. Definition of United Nations	70
7. Identification of type of economic interdependence	38
8. Definition of the Common Market	56
9. Function of Congress	66
10. Identification of appointed U.S. officials	67
11. Process of U.S. entering a war	32
12. Reasons for two-party system	33

<u>Form D</u>	<u>Per Cent Correct</u>
1. Powers of the President	77
2. Legal voting age	84
3. Example of regulatory law	32
4. Purposes of NATO	48
5. Court interpretation of law	72
6. Conflict resolution	56
7. Example of State Law	46
8. Application of arbitration	59
9. Example of "checks and balances"	46
10. Relationship of political parties and law in U.S.	59
11. Distribution of U.S. Senators	53
12. Civil disobedience	22

Goal VI-HEALTH AND SAFETY PRACTICES

Form A

	Definitely Would	Probably Would	Probably Would Not	Definitely Would Not
D. I am at a party with some friends. They pass around a marijuana cigarette and start to smoke. I would TRY THE CIGARETTE.				
1. if I thought we would not get caught.	29	22	15	34*
2. if all my friends decided to smoke it.	26	24	16	33*
3. even though my friends wouldn't care if I did.	26	20	17	36*
E. A friend is going to show some friends how fast his new car will go. He asks me if I want to come. I would RIDE WITH THEM.				
4. if I thought he was a good driver.	22	36	22	20*
5. if my friends wanted me to come.	15	38	27	21*
6. even though I knew he had wrecked his last car.	7	13	28	51*
F. Teams for several sports are being formed in our school. Everyone who signs up can play on a team. I would SIGN UP FOR A SPORT WHICH				
7. would leave me tired after practice.	14*	42	30	14
8. required a great deal of practice.	16*	47	27	10
9. I might not do very well in.	12*	15	39	33
G. I am kidding around with friends near some old cars. I get a small cut from a car door. I would STAY AND HAVE FUN RATHER THAN GO HOME TO WASH THE CUT.				
10. if my friends wanted me to stay.	17	41	26	16*
11. even though I thought it might get infected.	12	30	34	25*
12. if my friends would laugh at me for going.	13	29	33	25*

Form B

	Definitely Would	Probably Would	Probably Would Not	Definitely Would Not
D. While getting ready for a big party, I notice that I have a fever and a sore throat. I would STILL GO TO THE PARTY.				
1. even though I knew I would be out late.	24	49	20	7*
2. if all my friends would be there.	33	46	15	5*
3. if I thought my fever would go away.	43	42	11	4*
E. The high school bicycle club sponsors cross-country bike trips. I would GO ON THE TRIPS.				
4. if I thought that the trips would be good exercise.	43*	38	13	5
5. even if there would be several hard uphill climbs.	30*	43	19	8
6. even if most of the other kids think biking is dumb.	28*	45	20	7
F. A friend gets a new motorcycle. He offers to take me for a spin, but he has no helmet for me. I would RIDE WITH HIM.				
7. if he was very good at handling motorcycles.	24	39	19	18*
8. even though he was just learning how to handle the motorcycle.	7	13	32	47*
9. even though he wanted to see how fast it would go with two people.	7	10	25	58*
G. After school I am talking with some friends and someone offers me a cigarette. I would TAKE THE CIGARETTE.				
10. if the other kids were smoking.	16	14	15	55*
11. if I thought my parents would not find out.	16	15	14	55*
12. even though I know it could lead to heart or lung disease.	15	15	13	58*

Form C

	Definitely Would	Probably Would	Probably Would Not	Definitely Would Not
D. When I had an infection three months ago, the doctor prescribed some medicine. The medicine worked so well that I have some left. Now I think I am getting the infection again. I would TAKE THE LEFTOVER MEDICINE.				
1. if I thought that taking it might save a trip to the doctor.	18	41	22	18*
2. if I did not have a chance to see a doctor for a few days.	20	47	21	13*
3. even though I couldn't be sure it was the same infection.	7	24	37	33*
E. I am learning how to play tennis. A friend who is a good player asks me to play at a local tennis court. I would AGREE TO PLAY.				
4. even though there would be a lot of people watching.	32*	43	18	6
5. even though it was a hot day.	32*	50	13	5
6. even though my friend was a much better player than I.	36*	50	10	4
F. I have some money to buy a lunch at school. Some friends want me to go to town with them instead of eating lunch. I would BUY THE LUNCH RATHER THAN GO TO TOWN.				
7. even though none of my friends were staying for lunch.	12*	26	41	21
8. even though my parents would not find out.	14*	32	36	18
9. even though I could get some potato chips or something in town.	14*	32	34	19
G. The school permits students to use the gym after school. I want to use the trampoline but nobody wants to stand around to catch me if I fall. I would USE THE TRAMPOLINE ANYWAY.				
10. if I had done it before and nothing had gone wrong.	12	31	31	26*
11. if I thought that the others in the gym would not fall on me.	10	27	36	27*
12. if I thought that I was pretty good on the trampoline.	14	35	28	23*

Form D

	Definitely Would	Probably Would	Probably Would Not	Definitely Would Not
D. After a hot afternoon, I come home hot and sweaty. I would TAKE A SHOWER OR BATH BEFORE GOING TO BED.				
1. even though I didn't smell bad.	72*	22	4	2
2. even though taking the shower would cause me to miss my favorite TV program or a movie.	49*	34	14	4
3. even though I wasn't really in the mood to take one.	48*	37	12	3
E. I am at the local swimming pool and my friends start running and pushing each other into the pool. I would JOIN THEM.				
4. if I thought that it would be fun.	29	40	20	12*
5. if I knew my friends were good swimmers.	32	41	17	10*
6. if I knew the lifeguard was not watching.	24	36	23	16*
F. My friends decided to have a party. One person brings a case of beer. I would DRINK SOME BEER.				
7. if everyone else agreed to drink it.	46	26	12	16*
8. even though I had to drive home after the party.	24	23	23	30*
9. if I thought that we would not get caught.	40	27	13	19*
G. The physical education teacher is offering a physical activity program for students during our free period. I would PARTICIPATE IN THIS PROGRAM.				
10. if I thought that it would help me to get in better shape.	47*	34	13	6
11. even if I knew that I would not do very well at first.	28*	42	22	7
12. even if I knew that I would be very tired and sweaty afterwards.	30*	39	21	10

Goal VII—CREATIVE ACTIVITIES

During the last three years, how many times have you done the following?

- A = Have not done the activity.
 B = Have done the activity once.
 C = Have done the activity 2 or 3 times.
 D = Have done the activity about 5 times.
 E = Have done the activity about 8 times (or more).

Form A

1. Applied what you learned in science to problems you experienced in a natural setting, such as on a hike or camping trip?
2. Written a script for a radio or TV broadcast, play, skit or movie?
3. Developed a new strategy or play for use in a sport?
4. Created a sculpture?
5. Made up an act or routine for an athletic activity, such as gymnastics, swimming, or baton twirling?
6. Played a musical instrument in front of a class or a larger audience, using your own interpretation of the music?
7. Given a humorous or entertaining talk to an audience?
8. Written a science report describing a project that you have done?
9. Made drawings or sketches which express your own ideas?
10. Written a humorous, entertaining or informative speech?

A	B	C	D	E
32	16	29	9	14*
67	14	11	4	3*
47	13	18	8	15*
59	16	15	5	4*
42	16	21	9	12*
65	11	10	5	9*
51	18	18	6	7*
27	25	28	10	9*
21	15	23	12	29*
38	19	22	10	11*

Form C

1. Written a theme or composition expressing your feelings about a personal experience, such as having a pet or seeing something beautiful?
2. Edited or planned a newspaper, yearbook or other publication?
3. Created a painting that expresses your thoughts and feelings about something, such as an event, a place or a person?
4. Developed a plan for promoting a candidate, an activity or a club?
5. Performed an original magic or novelty act?
6. Used your own ideas to prepare a musical arrangement?
7. Written a poem which expresses your own thoughts or feelings?
8. Designed a useful object, such as a piece of furniture, a vase or a quilt?
9. Using your own ideas, developed a science experiment using chemicals or physical principles?
10. Using your own ideas, made up a way to test a scientific theory?

A	B	C	D	E
22	18	34	13	13*
71	14	8	4	3*
51	16	17	6	9*
53	19	17	6	4*
65	16	11	4	4*
68	14	9	4	5*
28	20	23	10	18*
22	19	29	14	15*
53	19	15	6	7*
67	15	10	4	4*

Form B

1. Designed a decorative object, such as a mobile, a mosaic or something to hang on a wall?
2. Used your own pattern or your own changes in an existing pattern to design an article of clothing?
3. Written a paper giving a scientific explanation for a natural principle, event or experiment?
4. Designed the plans for a building, bridge or other structure?
5. Written a paper or given a talk explaining your own ideas about an important social issue, such as equal opportunity or the control of nuclear weapons?
6. Performed a dance routine that you worked out for a class or a larger audience?
7. Written the words for a song?
8. Acted in a scene or play using your own interpretation of a part?
9. Written fiction such as a story or a scene from a play?
10. Using your own ideas, developed a social studies project or display?

A	B	C	D	E
22	19	34	11	13*
62	14	14	5	5*
37	20	24	9	10*
68	12	9	4	6*
44	21	21	7	5*
60	15	13	5	6*
60	17	11	5	6*
52	21	17	6	5*
41	19	22	9	9*
29	24	29	11	8*

Form D

1. Designed and carried out a science experiment using plants or animals?
2. Done layout work for a newspaper, yearbook or other publication?
3. Developed your own recipe or your own changes in a recipe?
4. Designed a plan or organized a group to solve a problem of your community or school?
5. Written the melody for a piece of music?
6. Written a news item or editorial that was published?
7. Sung in front of a class or a larger audience, using your own interpretation of the music?
8. Written a review expressing your own opinion about a book, film or TV program?
9. Using your own ideas, done printmaking or graphic design?
10. Devised a demonstration or made a model or display to show a scientific principle, such as the water cycle or the solar system?

A	B	C	D	E
30	20	29	10	11*
67	13	9	4	5*
49	13	19	7	12*
64	16	12	4	3*
71	11	8	3	5*
73	11	7	4	4*
72	10	8	4	5*
42	17	21	9	9*
46	16	18	8	12*
48	24	18	5	4*

Goal VII-A—ATTITUDE TOWARD CREATIVE ACTIVITIES

In the future, how much time would you like to spend doing the activity?

N = No time.
VL = Very little time.
S = Some time.
GD = A great deal of time.

Form A

	N	VL	S	GD
1. Applied what you learned in science to problems you experienced in a natural setting, such as on a hike or camping trip?	20	20	44	17*
2. Written a script for a radio or TV broadcast, play, skit or movie?	46	22	24	7*
3. Developed a new strategy or play for use in a sport?	32	18	29	20*
4. Created a sculpture?	41	22	27	9*
5. Made up an act or routine for an athletic activity, such as gymnastics, swimming, or baton twirling?	35	21	27	16*
6. Played a musical instrument in front of a class or a larger audience, using your own interpretation of the music?	53	16	18	13*
7. Given a humorous or entertaining talk to an audience?	36	23	29	11*
8. Written a science report describing a project that you have done?	35	29	26	9*
9. Made drawings or sketches which express your own ideas?	18	20	34	27*
10. Written a humorous, entertaining or informative speech?	33	25	29	13*

Form B

	N	VL	S	GD
1. Designed a decorative object, such as a mobile, a mosaic or something to hang on a wall?	22	24	44	10*
2. Used your own pattern or your own changes in an existing pattern to design an article of clothing?	48	20	22	10*
3. Written a paper giving a scientific explanation for a natural principle, event or experiment?	41	27	23	8*
4. Designed the plans for a building, bridge or other structure?	45	19	24	11*
5. Written a paper or given a talk explaining your own ideas about an important social issue, such as equal opportunity or the control of nuclear weapons?	36	26	27	9*
6. Performed a dance routine that you worked out for a class or a larger audience?	51	18	19	11*
7. Written the words for a song?	35	20	28	16*
8. Acted in a scene or play using your own interpretation of a part?	40	24	25	10*
9. Written fiction such as a story or a scene from a play?	35	25	27	11*
10. Using your own ideas, developed a social studies project or display?	31	29	30	8*

Form C

	N	VL	S	GD
1. Written a theme or composition expressing your feelings about a personal experience, such as having a pet or seeing something beautiful?	27	26	38	8*
2. Edited or planned a newspaper, yearbook or other publication?	42	20	29	8*
3. Created a painting that expresses your thoughts and feelings about something, such as an event, a place or a person?	34	20	29	16*
4. Developed a plan for promoting a candidate, an activity or a club?	38	24	29	8*
5. Performed an original magic or novelty act?	46	24	23	7*
6. Used your own ideas to prepare a musical arrangement?	48	18	21	13*
7. Written a poem which expresses your own thoughts or feelings?	27	22	30	20*
8. Designed a useful object, such as a piece of furniture, a vase or a quilt?	15	16	42	26*
9. Using your own ideas, developed a science experiment using chemicals or physical principles?	43	23	23	10*
10. Using your own ideas, made up a way to test a scientific theory?	53	21	18	8*

Form D

	N	VL	S	GD
1. Designed and carried out a science experiment using plants or animals?	33	26	32	8*
2. Done layout work for a newspaper, yearbook or other publication?	38	20	33	9*
3. Developed your own recipe or your own changes in a recipe?	32	19	34	16*
4. Designed a plan or organized a group to solve a problem of your community or school?	31	22	34	11*
5. Written the melody for a piece of music?	47	17	22	13*
6. Written a news item or editorial that was published?	42	24	25	8*
7. Sung in front of a class or a larger audience, using your own interpretation of the music?	59	15	16	10*
8. Written a review expressing your own opinion about a book, film or TV program?	32	29	29	8*
9. Using your own ideas, done printmaking or graphic design?	30	22	31	16*
10. Devised a demonstration or made a model or display to show a scientific principle, such as the water cycle or the solar system?	44	25	23	8*

45
BEST COPY AVAILABLE

Goal VIII—CAREER AWARENESS

BEST COPY AVAILABLE

46

<u>Form A</u>	<u>Percent Correct</u>
1. Salary and pay	77
2. Occupational terms	60
3. Abilities required	53
4. Abilities required; job functions	31
5. Job functions	79
6. Job functions	49
7. Education and training	43
8. Abilities required	85
9. Job functions	60
10. Occupational clusters	74

<u>Form C</u>	<u>Percent Correct</u>
1. Occupational terms	35
2. Employment opportunity	53
3. Occupational clusters	52
4. Abilities required	50
5. Abilities required	53
6. Job functions	63
7. Employment opportunity	25
8. Job functions; abilities required	75
9. Abilities required	44
10. Job functions	84

<u>Form B</u>	<u>Percent Correct</u>
1. Occupational clusters	51
2. Employment opportunity	48
3. Occupational terms	55
4. Abilities required	20
5. Job functions	31
6. Abilities required	62
7. Abilities required	49
8. Job functions	82
9. Job functions; working conditions	42
10. Job functions	62

<u>Form D</u>	<u>Percent Correct</u>
1. Education and training	50
2. Employment opportunity	71
3. Job functions	66
4. Abilities required	66
5. Occupational terms	66
6. Occupational terms	61
7. Abilities required	68
8. Job functions	73
9. Job functions	70
10. Occupational clusters	56

72

71

Goal IX-A—APPRECIATION OF HUMAN ACCOMPLISHMENTS

Form A

WOULD YOU WANT TO:

	Definitely Would	Probably Would	Uncertain	Probably Would Not	Definitely Would Not
1. Learn more about how laws are made by our government?	12*	28	27	25	9
2. Hear a famous writer read from his or her works?	8*	20	23	33	17
3. Learn about how scientists help farmers grow better crops?	8*	26	23	30	13
4. Talk to officials to learn about your local government?	9*	25	26	28	13
5. Go to a play that has many songs in it?	16*	30	22	19	14
6. Learn about art from earlier historical periods?	10*	21	22	29	18
7. Spend a day with a mayor to see what he or she does?	15*	28	21	21	15
8. Go to a concert to hear world-famous musicians play many kinds of music?	3*	29	20	12	8
9. Watch an artist make an art object or paint a picture?	25*	36	18	13	8
10. Attend a school board meeting?	10*	20	23	23	23
11. Look at a display showing ways scientists have found to protect people from disease?	15*	37	22	17	9
12. Visit a science museum?	23*	38	19	13	8
13. Learn about the life of a famous dancer?	9*	17	22	31	22
14. Learn more about styles of famous writers?	7*	14	23	33	22
15. Find out more about how underwater organisms are being used to supply food and energy?	13*	28	24	23	13
16. Find out more about how a play is put on?	13*	26	23	22	15

Form B

WOULD YOU WANT TO:

	Definitely Would	Probably Would	Uncertain	Probably Would Not	Definitely Would Not
1. Spend some time at a political campaign office to find out more about how people are elected?	8*	20	24	29	19
2. Listen to music from other parts of the world?	12*	35	23	21	10
3. Attend a talk given by a world-famous scientist?	10*	19	21	27	22
4. Learn how new scientific findings can be used to help preserve our forests and wildlife?	18*	33	23	16	9
5. Learn about the life of a famous artist, such as a painter or sculptor?	9*	20	23	30	18
6. See a movie that was made in another country?	15*	42	26	11	5
7. Own a collection of books written by famous authors?	16*	27	24	21	11
8. See a famous dancer perform?	23*	28	19	18	12
9. Attend a meeting of the United Nations?	22*	24	19	18	17
10. Read stories written by authors from other parts of the world?	10*	30	26	21	13
11. Visit a display showing modern trends in art?	17*	33	22	19	10
12. Learn more about governmental agencies, such as the Federal Bureau of Investigation or the Department of Agriculture?	11*	28	24	22	14
13. Listen to music from earlier historical periods?	9*	21	22	28	19
14. Learn how experts can tell what kind of weather we will have?	16*	37	22	16	8
15. Find out more about what scientists are doing to develop new types of energy?	15	33	23	18	11
16. Learn more about ways countries use to get along with each other without fighting?	15*	30	28	17	9

Form C

WOULD YOU WANT TO:

	Definitely Would	Probably Would	Uncertain	Probably Would Not	Definitely Would Not
1. Find out how a composer writes music?	14*	22	19	26	19
2. Find out more about a group that was formed to help people in your community?	8*	31	32	22	7
3. Read books that are considered classics, ageless through time?	8*	19	23	30	19
4. Attend a courtroom trial?	27*	35	17	12	8
5. Attend a science fair?	11*	28	23	23	15
6. Visit a research laboratory to see scientists at work?	21*	33	19	17	11
7. Learn about the life of a famous composer?	6*	15	20	35	24
8. Look at works of art from other parts of the world?	18*	34	20	17	10
9. Learn more about new uses of atomic energy?	12*	24	24	23	17
10. Learn more about what it takes to become a successful actor or actress?	18*	27	22	20	12
11. Learn about the life of a famous writer?	6*	18	25	32	19
12. Listen to police officers or lawyers give a talk about their work?	14*	32	24	19	12
13. Learn about the life of a famous scientist?	7*	18	23	30	22
14. Learn more about what makes a movie great?	21*	28	22	13	7
15. Hear artists, such as painters or sculptors, tell how they make works of art?	15*	27	22	24	14
16. Attend a session of Congress?	23*	26	19	15	17

Form D

WOULD YOU WANT TO:

	Definitely Would	Probably Would	Uncertain	Probably Would Not	Definitely Would Not
1. Learn about how a poet writes a poem?	10*	17	20	30	22
2. Read a science magazine?	6*	24	21	30	18
3. Read books written by well-known American writers?	11*	32	27	20	10
4. Visit a display of famous art objects, such as sculptures?	17*	31	21	20	11
5. Learn more about the system of laws our country has developed?	11*	28	27	22	12
6. Attend a display of paintings by a famous artist?	19*	29	20	20	12
7. See a world-famous play?	26*	30	19	14	11
8. Listen to a stockbroker tell how the stock market works?	8*	21	20	25	26
9. Attend a panel discussion on new advances in science?	9*	19	21	27	24
10. Listen to a long musical piece, such as a symphony or an opera?	8*	11	14	23	43
11. Learn about business and industry by visiting factories and businesses?	14*	36	25	16	8
12. Find out more about how people in other countries live?	23*	38	22	11	6
13. Learn about ways scientists are helping us clean up our rivers and the air we breathe?	19*	39	23	12	7
14. Learn about how the movements and steps of a dance are put together?	25*	28	19	17	12
15. Learn how new scientific discoveries are made?	12*	27	27	20	13
16. Hear world-famous singers sing a number of kinds of music?	30*	33	21	9	7

Goal IX-K—KNOWLEDGE OF HUMAN ACCOMPLISHMENTS

<u>Form A</u>	<u>Per Cent Correct</u>
1. Music or dance	59
2. Science, math or medicine	46
3. Visual arts	66
4. Literature or drama	21
5. Music or dance	12
6. Science, math or medicine	62
7. Visual arts	65
8. Literature or drama	25
9. Government or politics	65
10. Music or dance	31
11. Literature or drama	65
12. Science, math or medicine	63
13. Music or dance	52
14. Literature or drama	19
15. Science, math or medicine	51

<u>Form C</u>	<u>Per Cent Correct</u>
1. Literature or drama	60
2. Government or politics	14
3. Music or dance	62
4. Literature or drama	73
5. Science, math or medicine	46
6. Music or dance	66
7. Literature or drama	33
8. Science, math or medicine	28
9. Music or dance	63
10. Science, math or medicine	30
11. Visual arts	55
12. Literature or drama	45
13. Music or dance	6
14. Science, math or medicine	39
15. Visual arts	43

<u>Form B</u>	<u>Per Cent Correct</u>
1. Science, math or medicine	44
2. Literature or drama	16
3. Music or dance	62
4. Science, math or medicine	62
5. Literature or drama	86
6. Music or dance	54
7. Government or politics	10
8. Literature or drama	65
9. Visual arts	25
10. Science, math or medicine	53
11. Music or dance	7
12. Literature or drama	44
13. Visual arts	52
14. Science, math or medicine	44
15. Music or dance	61

<u>Form D</u>	<u>Per Cent Correct</u>
1. Music or dance	56
2. Science, math or medicine	33
3. Visual arts	7
4. Literature or drama	76
5. Government or politics	45
6. Music or dance	61
7. Literature or drama	51
8. Science, math or medicine	57
9. Music or dance	77
10. Literature or drama	58
11. Science, math or medicine	55
12. Music or dance	69
13. Science, math or medicine	48
14. Visual arts	28
15. Literature or drama	44

Goal X—INFORMATION USAGE

Form A

Percent Correct

1. Consequences and values
2. Consequences and values
3. Consequences and values
4. Information seeking
5. Drawing inferences
6. Information seeking
7. Consequences and values
8. Consequences and values

56
62
58
70
29
43
63
57

Form C

Percent Correct

1. Information seeking
2. Consequences and values
3. Consequences and values
4. Information seeking
5. Information seeking
6. Drawing inferences
7. Information seeking
8. Information seeking

73
52
55
37
64
72
60
51

Form B

Percent Correct

1. Drawing inferences
2. Information seeking
3. Consequences and values
4. Consequences and values
5. Drawing inferences
6. Information seeking
7. Drawing inferences
8. Consequences and values

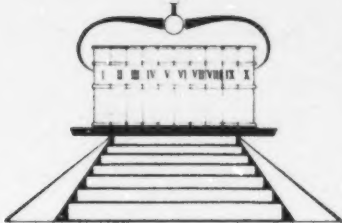
51
32
52
44
66
62
59
72

Form D

Percent Correct

1. Drawing inferences
2. Information seeking
3. Information seeking
4. Consequences and values
5. Drawing inferences
6. Drawing inferences
7. Information seeking
8. Consequences and values

62
61
82
35
39
61
44
61



Educational Quality Assessment

School Report: A Status Profile

DISTRICT:
COUNTY:
I.U. NUMBER:
NO. 5-8-11 BLDGS.:
SCHOOL NAME:
LEVEL:
SCHOOL BLDG. NO.:
SUPERINTENDENT:
REPRESENTATIVE:
TELEPHONE:
STRUCTURE:

These color pages duplicate portions of an authentic school report, and data represent an actual Pennsylvania school.

SAMPLE SCHOOL REPORT



Pennsylvania Department of Education 1979

80

1. STUDENT OUTCOMES:

A. GENERAL SUMMARY:

GOAL	Shortened name for the goal AREA	Number of students who were given scores for this goal	Average (mean) of the raw student scores		Percentile rank in the state of this school in this goal area		Mean raw score range predicted for the school PREDICTED SCORE RANGE
			NUMBER STUDENTS	SCHOOL SCORE	SCHOOL FILE		
I	SELF-ESTEEM		235	55.18	10		55.73 - 58.61
II	UNDERSTANDING OTHERS		235	116.20	65		111.50 - 119.34
III-B	BASIC SKILLS: READING		236	26.97	70		23.95 - 27.83
III-W	BASIC SKILLS: WRITING SKILLS		236	35.97	70		33.56 - 36.49
III-M	BASIC SKILLS: MATHEMATICS		236	37.59	80		34.09 - 37.55
IV	INTEREST IN SCHOOL AND LEARNING		235	60.66	35		61.21 - 66.80
V-A	SOCIETAL RESPONSIBILITY		235	52.41	80		48.32 - 51.87
V-K	KNOWLEDGE OF LAW/GOVERNMENT		234	25.98	80		23.23 - 26.48
VI	HEALTH AND SAFETY PRACTICES		234	78.27	25		76.88 - 82.79
VII	CREATIVE ACTIVITIES		233	41.67	55		38.48 - 45.34
VIII	CAREER AWARENESS		236	23.27	65		21.81 - 24.43
IX-A	APPRECIATING HUMAN ACCOMPLISHMENTS		236	123.07	25		120.88 - 133.66
IX-K	KNOWLEDGE OF HUMAN ACCOMPLISHMENTS		177	28.32	70		25.50 - 29.44
X	INFORMATION USAGE		235	19.25	80		16.85 - 19.20

Percentiles are rounded to the nearest 5th

FOR COMPLETE INFORMATION, SEE MANUAL FOR INTERPRETING SCHOOL REPORTS, 1979; HARRISBURG; PENNSYLVANIA DEPARTMENT OF EDUCATION.

<<< EQA, SPRING, 1979: NAME =

GR. 11, ID =

DATE RUN = 05/30/79 >>>

PAGE 3

B. PERCENTILE BANDS BY GOALS:

Sixty-six per cent of the schools
will in theory fall in the prediction band

CONFIDENCE INTERVALS

Distances based on z-scores
(see Appendix B)

PERCENTILES

GOAL	AREA	1	2	5	0	0	0	0	0	0	0	0	0	5	8	9
I	SELF-ESTEEM															
II	UNDERSTANDING OTHERS															
III-R	BASIC SKILLS: READING															
III-W	BASIC SKILLS: WRITING SKILLS															
III-M	BASIC SKILLS: MATHEMATICS															
IV	INTEREST IN SCHOOL AND LEARNING															
V-A	SOCIETAL RESPONSIBILITY															
V-K	KNOWLEDGE OF LAW/GOVERNMENT															
VI	HEALTH AND SAFETY PRACTICES															
VII	CREATIVE ACTIVITIES															
VIII	CAREER AWARENESS															
IX-A	APPRECIATING HUMAN ACCOMPLISHMENTS															
IX-K	KNOWLEDGE OF HUMAN ACCOMPLISHMENTS															
X	INFORMATION USAGE															

If A is next to X band, check
page 2 to determine if within band

N.B. AN "A" IN THE TABLE DESIGNATES THE LOCATION OF THE OBSERVED, ACTUAL SCHOOL VALUE.

"N" IS USED TO REPRESENT THE MEDIAN (50TH %ILE).

THE BAND OF X'S IS THE PREDICTION BAND.

2. CONDITION VARIABLES:

VARIABLE NAME	VAR. NO.	ACRONYM	MEAN	Number of teachers who responded to these items	
				SCHOOL FILE	NUMBER REPLYING
GRADE ENROLLMENT	1	GRENROLL	261.00	65	0
PERCENTAGE OF TITLE I STUDENTS	2	PCTITLI	4.80	15	0
TUITION RATE	3	TUITION	1436.00	80	0
TEACHER LOCALE	4	TLOCALE	1.24	35	41
SATISFACTION WITH RELATIONSHIPS WITH PARENTS	5	TSATPAR	1.85	50	40
TEACHER EDUCATION	6	TEDUC	1.59	25	41
TEACHER EXPERIENCE	7	TEXPER	13.24	60	41
CLASS SIZE	8	CLSIZE	23.49	30	41
TEACHER ESTIMATION OF READING INSTRUCTION TIME (GR. 5 ONLY)	9	READTIME	0.0	These items were not collected at Grades 8 and 11	
TEACHER ESTIMATION OF MATHEMATICS INSTRUCTION TIME (GR. 5 ONLY)	10	MATHTIME	0.0		
ACTIVITIES EXTERNAL TO THE CLASSROOM	11	EXTRACT	12.15	95	41
TEACHER/STUDENT/PARENT RELATIONSHIPS	12	TRELATE	16.20	85	41
FACTORS DISRUPTIVE TO CLASSROOM MANAGEMENT	13	DISRUPT	19.12	85	41
TEACHER INFLUENCE UPON CLASSROOM DECISIONS	14	INFLUENC	22.00	95	40
STAFF INTERPERSONAL RELATIONSHIPS	15	TSTAFF	7.33	70	40
DISCIPLINE PROBLEMS	16	DISCPRB	11.38	95	40

These item replies can be compared to statewide item replies given on Table 6

5. TSATPAR (TEACHER SATISFACTION WITH RELATIONSHIPS WITH PARENTS)

IN YOUR TEACHING SITUATION HOW SATISFIED ARE YOU WITH YOUR RELATIONSHIPS WITH PARENTS AND PARENT GROUPS?

VERY SATISFIED	SOMEWHAT SATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED
8%	75%	13%	5%

11. EXTRACT (ACTIVITIES EXTERNAL TO THE CLASSROOM)

THERE ARE TOO FEW ACTIVITIES WHICH RECOGNIZE THE TALENT OF OUR STUDENTS.
THERE IS LITTLE EMPHASIS ON VOCATIONAL DEVELOPMENT.
THERE IS NO TIME OR PLACE FOR STUDENTS AND TEACHERS TO INTERACT OUTSIDE OF THE CLASSROOM.
NOT ENOUGH TEACHERS ARE INVOLVED IN HELPING STUDENTS OVERCOME PROBLEMS.
NOT ENOUGH TEACHERS ACTIVELY PARTICIPATE IN EXTRACURRICULAR ACTIVITIES.

NOT A PROBLEM	MODERATE PROBLEM	SERIOUS PROBLEM	CRITICAL PROBLEM
46%	46%	7%	0%
93%	7%	0%	0%
54%	37%	10%	0%
32%	61%	5%	2%
29%	61%	7%	2%

12. TRELATE (TEACHER/STUDENT/PARENT RELATIONSHIPS)

THE STUDENTS IN THIS SCHOOL AREN'T REALLY INTERESTED IN LEARNING.
TOO MANY OF MY STUDENTS ARE INDIFFERENT TO SCHOOL.
THERE IS NOT ENOUGH PARENT-TEACHER INTERACTION.
TOO MANY PARENTS TAKE LITTLE OR NO INTEREST IN THEIR CHILDREN'S SCHOOL WORK.
THE QUALITY OF TEACHER-PARENT INTERACTION IS NOT GOOD.
WHEN A PROBLEM ARISES INVOLVING A COMMUNITY GROUP, THE TEACHERS HAVE LITTLE INPUT INTO THE SOLUTION.
THE PARENTS DO NOT SUPPORT WHAT THE SCHOOL DOES.
THE PARENTS DO NOT PLACE A HIGH VALUE ON EDUCATION.
STUDENTS IN THIS SCHOOL HAVE POOR STUDY HABITS.

10%	63%	22%	5%
7%	59%	22%	12%
2%	73%	22%	2%
2%	54%	41%	2%
26%	59%	15%	0%
15%	51%	29%	5%
27%	71%	2%	0%
24%	51%	24%	0%
5%	37%	51%	7%

13. DISRUPT (FACTORS DISRUPTIVE TO CLASSROOM MANAGEMENT)

THE DIFFERENT RACES OR ETHNIC GROUPS DON'T GET ALONG WELL ENOUGH TOGETHER.
THE ACHIEVEMENT LEVELS OF MY STUDENTS ARE TOO HETEROGENEOUS.
HEALTH AND NUTRITION PROBLEMS SEEM TO AFFECT THE LEARNING OF MY STUDENTS.
THE EMPHASIS ON ATHLETICS IN THIS SCHOOL DISRUPTS CLASSROOM LEARNING.
THE COMPETITION FOR GRADES AT THIS SCHOOL PUTS TOO MUCH PRESSURE ON STUDENTS.
MY STUDENTS ARE CHRONICALLY ABSENT FROM SCHOOL.
THERE ARE TOO MANY OUTSIDE INTERRUPTIONS DURING CLASS PERIODS.
I HAVE TO SPEND TOO MUCH TIME ON NON-INSTRUCTIONAL DUTIES.

NOT A PROBLEM	MODERATE PROBLEM	SERIOUS PROBLEM	CRITICAL PROBLEM
98%	2%	0%	0%
20%	68%	12%	0%
73%	27%	0%	0%
22%	51%	22%	5%
59%	41%	0%	0%
44%	44%	12%	0%
34%	51%	12%	2%
49%	44%	2%	5%

14. INFLUENC (TEACHER INFLUENCE UPON INSTRUCTIONAL DECISIONS)

PHYSICAL FACILITIES OF THIS SCHOOL LIMIT THE KINDS OF PROGRAMS PROVIDED FOR STUDENTS.
I WORK WITH TOO MANY STUDENTS EACH DAY.
LACK OF FREEDOM TO TEACH THE WAY I WANT TO MAKES ME LESS EFFECTIVE WITH MY STUDENTS.
TEACHERS HAVE LITTLE CONTROL OVER MATTERS SUCH AS TEXTBOOK SELECTION, CURRICULUM AND INSTRUCTIONAL PROGRAMS.
WHEN NEW CURRICULUM PROGRAMS ARE INITIATED, I AM NOT CONSULTED OR TRAINED.
MY TEACHING IS LIMITED BY THE QUALITY OF OR LACK OF INSTRUCTIONAL EQUIPMENT AND MATERIALS.
HAVING TO TEACH SPECIAL EDUCATION STUDENTS IN REGULAR CLASSES IS A PROBLEM.
THERE IS TOO LITTLE TEACHER INPUT IN SOLVING ADMINISTRATIVE PROBLEMS.
IN-SERVICE EDUCATION PROVIDED BY THE DISTRICT DOES NOT MEET MY NEEDS.

70%	28%	0%	3%
60%	33%	8%	0%
95%	5%	0%	0%
88%	13%	0%	0%
75%	23%	0%	3%
68%	30%	0%	3%
74%	21%	5%	0%
20%	55%	18%	8%
13%	20%	33%	35%

15. TSTAFF (STAFF INTERPERSONAL RELATIONSHIPS)

THE SUPPORT STAFF IN THIS SCHOOL IS NOT COOPERATIVE.
THE TEACHERS DON'T SEEM TO BE ABLE TO WORK WELL TOGETHER.
THERE IS LITTLE INTERACTION AMONG TEACHERS IN THIS SCHOOL, I.E., EVERYONE IS DOING HIS/HER OWN THING.

73%	28%	0%	0%
60%	38%	3%	0%
23%	60%	15%	3%

16. DISCPROB (DISCIPLINE PROBLEMS)

TOO MUCH TIME IS SPENT ON DISCIPLINE PROBLEMS.
THE VALUES HELD BY THE STUDENTS ARE IN CONFLICT WITH THOSE OF THE SCHOOL.
TOO LITTLE SUPPORT ON DISCIPLINE IS PROVIDED BY ADMINISTRATORS.
TOO LITTLE SUPPORT ON DISCIPLINE IS GIVEN BY THE PARENTS.
DISRUPTION OF MY CLASS(ES) BY STUDENTS IS A CONTINUING FRUSTRATION.

53%	43%	5%	0%
10%	70%	15%	5%
65%	33%	3%	0%
8%	70%	23%	0%
63%	33%	5%	0%

2. CONDITION VARIABLES CONTINUED:

Percentiles are rounded to the nearest 5th

VARIABLE NAME	VAR. NO.	ACRONYM	MEAN	SCHOOL YEAR	NUMBER REPLYING
PARENTAL EDUCATION	17	PAREDUC	3.36	35	235
PARENTAL OCCUPATION	18	PAROCC	59.82	65	221
OCCUPATIONAL DESIRE (GR. 11 ONLY)	19	OCDESIRP	64.91	40	212
OCCUPATIONAL EXPECTATION (GR. 11 ONLY)	20	OCEXPECT	62.43	60	204
PER CENT GIRLS	21	PCTGIRLS	54.70	85	234
TYPE OF COMMUNITY	22	RESIDE	1.02	50	235
PER CENT WHITE STUDENTS	23	PCTWHITE	97.45	65	235
ACCESSIBILITY OF LIBRARY	24	LIBRARY	7.10	65	235
STABILITY OF STUDENT RESIDENCE	25	STABLE	3.77	30	236
FAMILY SIZE	26	FAMSIZE	2.60	10	235
FAMILY ORDER	27	FAMORDER	1.10	80	234
STUDENT PERCEPTION OF PARENTAL INTEREST IN SCHOOL	28	SPARINT	5.19	55	234
AMOUNT OF HOMEWORK	29	HOMFWORK	1.57	40	235
STUDENT TIME SPENT WATCHING TELEVISION	30	TVWATCH	1.33	25	234
STUDENT PERCEPTION OF PARENTAL EXPECTATIONS (GR. 8 & 11 ONLY)	31	PAREXP	4.44	15	234
STUDENT EDUCATIONAL EXPECTATIONS (GR. 8 & 11 ONLY)	32	EDEXPECT	2.03	45	235
STUDENT PERCEPTION OF TEACHER EXPECTATIONS (GR. 8 & 11 ONLY)	33	STEACHEX	1.58	20	234
READING MATERIAL IN THE HOME	34	HOMEREAD	11.71	50	235
HOME CLIMATE	35	HOMECLIN	22.30	10	233

These item replies can be

compared to statewide item

replies given on Table 6

28. SPARINT (STUDENT PERCEPTION OF PARENTAL INTEREST)

	ALMOST ALWAYS	USUALLY	SOMETIMES	ALMOST NEVER
MY PARENTS ENJOY HEARING ABOUT SCHOOL.	38%	29%	27%	5%
MY PARENTS FEEL THE SCHOOL IS DOING A GOOD JOB.	14%	47%	34%	6%
MY PARENTS SUPPORT WHAT THE SCHOOL DOES.	15%	34%	38%	13%

29. HOMEWORK (AMOUNT OF HOMEWORK)

FROM THE TIME YOU GET HOME FROM SCHOOL UNTIL YOU GO TO BED, HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK?

ABOUT THREE HOURS (OR MORE)	4%
ABOUT TWO HOURS	17%
ABOUT ONE HOUR	29%
LESS THAN ONE HOUR	34%
NONE	17%

30. TVWATCH (STUDENT TIME SEENT WATCHING TELEVISION)

FROM THE TIME YOU GET HOME FROM SCHOOL UNTIL YOU GO TO BED, HOW MUCH
TIME DO YOU USUALLY SPEND WATCHING T.V.?

ABOUT FIVE HOURS (OR MORE)	7%
ABOUT FOUR HOURS	12%
ABOUT THREE HOURS	21%
ABOUT TWO HOURS	25%
ABOUT ONE HOUR (OR LESS)	34%

These item replies can be
compared to statewide item
replies given on Table 6

31. PAREXP (STUDENT PERCEPTION OF PARENTAL EXPECTATIONS)

WHAT DO YOUR PARENTS ENCOURAGE YOU TO DO?

TO BE ONE OF THE BEST STUDENTS IN THE CLASS	11%
TO BE AN ABOVE AVERAGE STUDENT IN THE CLASS	39%
TO BE AT LEAST AN AVERAGE STUDENT	39%
TO DO JUST WELL ENOUGH TO GET BY	5%
I CAN'T SAY	6%

HOW MUCH SCHOOLING DO YOUR PARENTS EXPECT YOU TO COMPLETE?

BEYOND COLLEGE GRADUATION	4%
GRADUATION FROM COLLEGE	28%
SOME COLLEGE OR OTHER POST-HIGH SCHOOL TRAINING	44%
GRADUATION FROM HIGH SCHOOL	54%
SOME HIGH SCHOOL	0%

32. EDEXPECT (STUDENT EDUCATIONAL EXPECTATIONS)

HOW FAR DO YOU EXPECT TO GO IN SCHOOL?

BEYOND COLLEGE GRADUATION	7%
GRADUATION FROM COLLEGE	30%
SOME COLLEGE OR OTHER POST-HIGH SCHOOL TRAINING	23%
GRADUATION FROM HIGH SCHOOL	40%
SOME HIGH SCHOOL	0%

33. STEACHEX (STUDENT PERCEPTION OF TEACHER EXPECTATIONS)

WHAT DO YOUR TEACHERS EXPECT YOU TO BE?

ONE OF THE BEST STUDENTS IN THE CLASS	5%
ABOVE AVERAGE IN THE CLASS	23%
AT LEAST AN AVERAGE STUDENT	17%
A BELOW AVERAGE STUDENT	30%
DON'T KNOW	25%

SUMMARY OF CRITERION REFERENCED INFORMATION

PERCENT OF STUDENTS SHOWING POSITIVE ATTITUDES OR DEMONSTRATING KNOWLEDGE AT THREE CRITERION LEVELS

For example for Goal I

One third = 3 items out of 8 items in favorable way

More than one half = 5 items out of 8 items in favorable way

Two thirds = 6 items out of 8 items in favorable way

GOAL	AREA NAME	CRITERION LEVELS					
		ONE THIRD		ONE HALF		TWO THIRDS	
		STATE	LOCAL	STATE	LOCAL	STATE	LOCAL
I	SELF-ESTEEM	95%	93%	76%	70%	59%	44%
II	UNDERSTANDING OTHERS	85%	86%	61%	64%	54%	55%
III-R	BASIC SKILLS: READING	79%	83%	47%	54%	37%	45%
III-W	BASIC SKILLS: WRITING SKILLS	89%	92%	65%	69%	43%	50%
III-M	BASIC SKILLS: MATHEMATICS	91%	95%	67%	75%	45%	50%
IV	INTEREST IN SCHOOL AND LEARNING	84%	78%	59%	54%	43%	42%
V-A	SOCIETAL RESPONSIBILITY	87%	91%	64%	70%	50%	55%
V-K	KNOWLEDGE OF LAW/GOVERNMENT	82%	83%	46%	54%	33%	38%
VI	HEALTH AND SAFETY PRACTICES	88%	85%	53%	48%	40%	37%
VII	CREATIVE ACTIVITIES	71%	88%	43%	39%	30%	23%
VIII	CAREER AWARENESS	83%	84%	56%	56%	39%	39%
IX-A	APPRECIATING HUMAN ACCOMPLISHMENTS	61%	51%	30%	23%	16%	14%
IX-K	KNOWLEDGE OF HUMAN ACCOMPLISHMENTS	77%	83%	45%	40%	24%	20%
X	INFORMATION USAGE	80%	86%	52%	57%	36%	44%

ITEM FREQUENCY ANALYSIS FOR GOAL I

SELF-ESTIEM

FORM	ITEM	OMIT	PERCENT RESPONSE BY OPTION			
			1	2	3	4
A	1	0	25*	73	2	0
	2	0	7	37	53	3*
	3	0	12	25	39	24*
	4	0	15*	54	22	8
	5	0	14	37	44	5*
	6	0	5	22	64	8*
	7	0	5*	76	15	3
	8	0	8	20	47	24*
B	1	0	14*	53	24	10
	2	2	31	25	36	7*
	3	0	8	22	47	22*
	4	0	3*	59	32	5
	5	0	8	19	54	19*
	6	2	3*	31	39	20
	7	0	3	19	51	27*
	8	0	10	22	34	34*

FORM	ITEM	OMIT	PERCENT RESPONSE BY OPTION			
			1	2	3	4
C	1	0	20*	63	12	5
	2	0	13	27	53	7*
	3	0	10	15	37	38*
	4	0	3*	50	38	8
	5	0	8	18	48	25*
	6	0	9	27	42	23*
	7	0	5*	53	32	10
	8	0	15	33	30	22*
D	1	0	51*	44	5	0
	2	0	9	16	58	18*
	3	0	16*	63	18	4
	4	0	31	40	18	9*
	5	0	26*	46	23	5
	6	0	21*	63	9	7
	7	0	29	40	28	4*
	8	0	14	25	49	12*

NUMBER OF STUDENTS REPLYING: FORM A (N= 59) FORM B (N= 59) FORM C (N= 60) FORM D (N= 57)

TOTAL SCALE RELIABILITY ESTIMATE= 0.82

PERCENTAGE OF OMTS= 0.17

The asterisk (*) indicates the
most favorable end of the continuum

(This page is a sample of the
affective goal item response data
pages and the Goal X page which
follows is a sample of the cognitive
pages. Pages 10-23 have been deleted
to conserve space.)

ITEM FREQUENCY ANALYSIS FOR GOAL X

INFORMATION USAGE

FORM	ITEM	OMIT	PERCENT RESPONSE BY OPTION			
			1	2	3	4
A	1	0	7	71*	22	0
	2	0	17	3	75*	5
	3	0	7	8	10	75*
	4	0	10	12	69*	8
	5	0	7	20	34*	39
	6	0	54*	17	22	7
	7	0	10	64*	20	5
	8	0	25	63*	7	5
B	1	0	17	48*	31	3
	2	0	12	40	34*	14
	3	0	13	14	19	57*
	4	0	5	28	14	53*
	5	2	9	9	71*	10
	6	0	5	14	10	71*
	7	0	5	33	60*	2
	8	0	16	72*	10	2

FORM	ITEM	OMIT	PERCENT RESPONSE BY OPTION			
			1	2	3	4
C	1	0	8	8	7	77*
	2	0	35	55*	5	5
	3	0	17	10	55*	18
	4	2	28*	25	17	28
	5	2	7	8	17	67*
	6	0	8	12	75*	5
	7	0	10	15	22	53*
	8	0	63*	17	8	12
D	1	0	12	7	7	74*
	2	0	9	16	19	57*
	3	0	5	84*	5	5
	4	0	45	14	36*	5
	5	0	10	16	26	48*
	6	0	12	19	5	64*
	7	0	16	52*	28	5
	8	2	12	7	16	64*

NUMBER OF STUDENTS REPLYING: FORM A (N= 59) FORM B (N= 58) FORM C (N= 60) FORM D (N= 58)

TOTAL SCALE RELIABILITY ESTIMATE= 0.87

PERCENTAGE OF OMITTS= 0.2%

The asterisk (*) indicates the
correct response

APPENDICES

APPENDIX A

PENNSYLVANIA DEPARTMENT OF EDUCATION EDUCATIONAL QUALITY ASSESSMENT TEACHER QUESTIONNAIRE

School Name _____ District Name _____

INSTRUCTIONS: Information received will be aggregated and reported in terms of relationships to student achievement. No individuals can be identified, thus no individual information will be reported. Please respond to the items by blackening the circles. USE A NO. 2 PENCIL ONLY.

1. Are you a classroom teacher (i.e. spend more than 50% of your school time in classroom instruction)?
☐ A Yes
☐ B No
2. Where did you graduate from high school? 4 TLOCALE
☐ A In or within 30 miles of the boundaries of this school district
☐ B More than 30 miles but less than 100 miles from the present boundaries of this school district
☐ C One hundred miles or more from the boundaries of this school district
3. In your teaching situation, how satisfied are you with your relationships with parents and parent groups?
☐ A Very Satisfied
☐ B Somewhat Satisfied
☐ C Somewhat Dissatisfied
☐ D Very Dissatisfied
4. Which of the following best describes your level of formal education? 6 TEDUC
☐ A No degree
☐ B Bachelor's degree
☐ C Master's degree or equivalency
☐ D Master's degree plus one year
☐ E Doctor's degree

5 TSATPAR

		ELEMENTARY TEACHERS ONLY	
5. Including this year, how many years of teaching experience do you have? 7 TEXPER 0 1 2 3 4 5 6 7 8 9	6. What is your average class size? (Exclude supervisory duties such as study hall.) 8 CLSIZE 0 1 2 3 4 5 6 7 8 9	7. During the typical school week, about how many hours does your average student spend in direct instruction of reading skills?* 9 READTIME 0 1 2 3 4 5 6 7 8 9	8. During the typical school week, about how many hours does your average student spend in formal math instruction?* 10 MATHTIME 0 1 2 3 4 5 6 7 8 9

*If you are not involved in these areas, please leave blank.

INSTRUCTIONS: Each of the following items is a problem for some teachers in some schools. Check the degree to which each one is a problem to you in your current assignment by using these definitions: Not a problem—has little or no effect on student performance; Moderate problem—has only limited effect on student performance; Serious problem—has considerable effect on student performance; Critical problem—has crucial effect on student performance.

A = Not a Problem
B = Moderate Problem
C = Serious Problem
D = Critical Problem

		VARIABLE*
1.	The students in this school aren't really interested in learning	A B C D 12
2.	Too many of my students are indifferent to school	A B C D 12
3.	There are too few activities which recognize the talent of our students	A B C D 11
4.	The different races or ethnic groups don't get along well together	A B C D 13
5.	There is little emphasis on vocational development	A B C D 11
6.	There is no time or place for students and teachers to interact outside of the classroom	A B C D 11
7.	Not enough teachers are involved in helping students overcome problems	A B C D 11
8.	Not enough teachers actively participate in extracurricular activities	A B C D 11
9.	There is not enough parent-teacher interaction	A B C D 12
10.	Too many parents take little or no interest in their children's school work	A B C D 12
11.	The quality of teacher-parent interaction is not good	A B C D 12
12.	When a problem arises involving a community group, the teachers have little input into the solution	A B C D 12
13.	The parents do not support what the school does	A B C D 12
14.	The parents do not place a high value on education	A B C D 12
15.	Students in this school have poor study habits	A B C D 12
16.	The achievement levels of my students are too heterogeneous	A B C D 13
17.	Health and nutrition problems seem to affect the learning of my students	A B C D 13
18.	The emphasis on athletics in this school disrupts classroom learning	A B C D 13
19.	The competition for grades at this school puts too much pressure on students	A B C D 13
20.	My students are chronically absent from school	A B C D 13
21.	Physical facilities of this school limit the kinds of programs provided for students	A B C D 14
22.	I work with too many students each day	A B C D 14
23.	Lack of freedom to teach the way I want to makes me less effective with my students	A B C D 14
24.	Teachers have little control over matters such as textbook selection, curriculum and instructional programs	A B C D 14
25.	When new curriculum programs are initiated, I am not consulted or trained	A B C D 14
26.	There are too many outside interruptions during class periods	A B C D 13
27.	I have to spend too much time on non-instructional duties	A B C D 13
28.	My teaching is limited by the quality of or lack of instructional equipment and materials	A B C D 14
29.	Having to teach special education students in regular classes is a problem	A B C D 14
30.	The support staff in this school is not cooperative	A B C D 15
31.	The teachers don't seem to be able to work well together	A B C D 15
32.	There is too little teacher input in solving administrative problems	A B C D 14
33.	There is little interaction among teachers in this school, i.e. everyone is doing his/her own thing	A B C D 15
34.	In-service education provided by the district does not meet my needs	A B C D 14
35.	Too much time is spent on discipline problems	A B C D 16
36.	The values held by the students are in conflict with those of the school	A B C D 16
37.	Too little support on discipline is provided by administrators	A B C D 16
38.	Too little support on discipline is given by the parents	A B C D 16
39.	Disruption of my class(es) by students is a continuing frustration	A B C D 16

* 11. EXTRACT

12. TRELATE

13. DISRUPT

14. INFLUENC

15. TSTAFF

16. DISCPROB

APPENDIX B

TIPS FOR WORKING WITH THE NEWS MEDIA*

1. Accuracy is absolutely essential in all information given to the news media. Double check names (including spellings), dates, places, statistics, and other data before submitting material to the media.
2. Be concise in stating your message, but still give enough details to explain your points and to create a story that makes sense. Use the traditional who, what, when, where, and why elements. Credit sources of opinions and factual statements, using direct quotations where appropriate.
3. Follow all standard procedures for the physical preparation of news releases, such as typing, double-spaced, on one side of the page only, etc. Wherever possible, give information in written form rather than verbally. Proofread every press release carefully; find even the smallest errors and correct them very neatly. Never send carbon copies to the media, but always keep a carbon of each release on file in case verification of facts is necessary later.
4. If you lack the personnel or skills to write a press release in story form, prepare a well-organized fact sheet giving all details in logical order.
5. Remember news reporters usually are not trained educators. Keep your information understandable. If terminology or statistics are confusing, your story may be ignored or written inaccurately. Expect to have your releases condensed and/or rewritten by media staff members.
6. Analyze the media staffing patterns and direct your information to the person most likely to handle your story. Be prepared for inquiries initiated by education editors or reporters with larger media outlets; they will not necessarily wait to hear from you.
7. Avoid using "pull" with the media executives, but if you really do need help in determining which department or staff member is best able to handle your story, consult the managing editors or station managers. Always be fully cooperative in following through with staff members.
8. Do a thorough job of providing information so that your story does not cost the media much in terms of time, energy or money.
9. Editors aim to maintain their objectivity. Never try to pressure them by telling them they "must" cover a particular story. Make your information vital enough so that the importance of the story is obvious.
10. Treat the news media equally. Strong resentment can result when one newspaper, for example, is deliberately given an "exclusive." Other media may ignore subsequent stories, and even the favored outlet may lose respect for the source of the information. On the other hand, the reporter who asks for an exclusive feature story on a special angle he has researched himself is entitled to it, and his request should be respected.

*Excerpted from *Keeping the Public Informed: Accent on Accountability*. Cooperative Accountability Project, Denver, Colorado.

11. Whenever possible, news releases should be designed specifically for a particular newspaper, radio or television station, keeping in mind their individual format and style of coverage.
12. The editorial policy of a newspaper, radio or television station seldom can be changed. Attempts to "direct" editorial policy are doomed to failure. Provide complete and accurate information; don't try to dictate a point of view.
13. Always provide the name and telephone number of a knowledgeable person who may be contacted by the media if they have questions about your story or want additional information.

Specificity and Detail Can Vary

Without hiding information, one can be less specific in communicating results than were the reports. A solution to this problem is to report district scores by quartiles rather than percentiles. (One could just as well use quintiles, deciles, stanines or any other means of standardizing scores). This is a perfectly honest, legitimate reporting procedure, particularly when the audience will read undue significance to one school's being at the 14th percentile and another's being at the 21st. It can also minimize the pitting of one school against another, which is *not* the purpose of the assessment. The purpose is to give decision-makers *information* about their schools.

Not every number in every report can or must be communicated to every audience. There is no doubt that one of the strengths of the report is its thoroughness and many feel any abridgment will weaken it. But a central office administrator, or whoever is charged with the task, must face the fact that the potential audiences, being statistically less sophisticated, may not comprehend (and, worse, may misunderstand) all the information. The presenter must also face the fact that every audience may not be all that interested in the total school picture that the report presents. Many teachers, particularly at the secondary level, whether by training or inclination, take a narrow view of their role: *My job is to teach physics, not citizenship*. To the extent such attitudes exist, individual teachers may be less fascinated with the report than their principal.

Releases Should Be Coordinated

In the past, some districts have shared results with the school board but not informed their faculties. When questioned, teachers were ignorant (*What assessment report?*) and resented being left in the dark. The reverse can be equally true. For example, one district in which a faculty member was married to a board member, took home a handout which the board had not yet seen. All audiences should be informed as close to the same time as possible. When one audience gets results, in effect, the others do too—at least indirectly.

Along with coordinated timing, one must have coordinated content—sharing the good and the bad, and not playing one audience against another. One cannot, for example, select all the positive results to present to the board and select all the negative findings to use as a weapon against a faculty or a teachers' association.

One other factor to consider is your knowing what nearby districts are doing. If a neighboring district issues a press release, and you have not yet considered a plan of action, you are in an unenviable position. It is ideal to check with your colleagues and cooperate on timing and content of these releases.

APPENDIX C

NORMAL CURVE WITH Z-SCORES AND PERCENTILE EQUIVALENTS

